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ABSTRACT

This report examines the internationalization of the U.S. higher education system through text and through statistical data presented in 56 tables and approximately 110 figures. The report is based on a survey of 2,743 accredited colleges and universities in the United States. Chapters have the contents: (1) overall foreign student enrollments; (2) foreign student totals by region, by country, and by level; (3) understanding international student mobility by considering the "push," considering the "pull," and putting the "push" together with the "pull"; (4) foreign student totals in U.S. regions and states; (5) distribution, within the United States of foreign students from certain countries compared to distribution of recent immigrants from the same countries; (6) primary sources of funding and estimated expenditures of foreign students; (7) foreign student enrollments by institutional type; (8) academic and personal characteristics of foreign students; (9) foreign students in Intensive English Language Programs (IELPs); and (10) number and activities of foreign scholars on U.S. campuses. Appendices list foreign student enrollment by institution, foreign IELP enrollment by institution, and foreign scholars by institution. (JDD)

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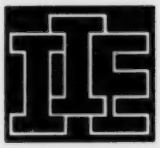
REPORT ON INTERNATIONAL EDUCATIONAL EXCHANGE

Todd M. Davis, Editor



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FOREWORD

This Year's Edition of Open Doors Takes a Fresh Look at the Data

In the mid-1970s John Russell wrote a series of slender volumes that were intended to narrate the history of art in the modern era. In the series he presents the key contributions and principles which underlie the movement. Among these contributions is the ability of modern art to make things new, to enable us to move beyond a conventional and dated view of things. In the process of reassembling our view of the world, we can come to a deeper understanding of our relationship to one another and to the very fabric of contemporary society. Modern art, like the idea of modernity itself, was to be an alert, resourceful and unprejudiced enquiry.

If this reading of modern art is valid, then at least some of the aims of contemporary art and those of contemporary social science are quite compatible. Contemporary social science calls on us to look at apparently settled phenomena in new ways and with new eyes. So it is with the phenomena of international student mobility. What are we to make of the presence of literally hundreds of thousands of students from overseas? How can we understand this internationalization of our national higher education system? Is it sufficient to simply describe the flow, to count the number of students from a particular country, their academic field of study and U.S. destination? If simple description is less than fully adequate to enable policy makers and others interested in student mobility to encompass this flow, what is the appropriate interpretive lens?

Is it an educational, political, economic, social phenomena? Is it a national phenomena or a global one? Should the flow be of interest to world leaders, national and state agency officials or just to university and college professors and administrators?

As we begin to consider student mobility from a variety of perspectives, we will see that student flows are but one reflection of profound changes that have been occurring worldwide for many years. As in the often told tale of the blind scholars and the elephant, what one finds most interesting depends on where one stands and what one touches. Understanding and wise management of international student mobility requires the application of multiple frames of reference and a consideration of the policy's impact at different levels. Finally, making meaning from quantitative measures of student flow is a shared responsibility. Those concerned with understanding the implications of globally educated and internationally mobile students must bring their own perspective and context to the table in an alert, resourceful and unprejudiced enquiry.

This year's edition of *Open Doors* takes a fresh look at the data IIE collects annually with USIA support, and presents the analysis in some new ways. Designed to stimulate discussion and rethinking, this new presentation is still evolving and would benefit from readers' comments. We encourage your active participation in what we hope will be a continuing dialogue around issues of international student mobility.

Todd M. Davis
Director of Research
Institute of International Education
and
Associate Professor of Higher Education
University of North Texas

New York City
November 2, 1994

Acknowledgments

- The preparation of this report would not have been possible without the support and valuable contributions we received from many individuals and organizations. The Institute of International Education gratefully acknowledges special grant support from the Bureau of Educational and Cultural Affairs of the United States Information Agency for the implementation of the Annual Census of Foreign Students and the Foreign Scholars Survey, and for the production of *Open Doors*.

- The Institute also acknowledges the invaluable assistance of the members of the American Association of Collegiate Registrars and Admissions Officers (AACRAO) and of NAFSA: Association of International Educators in obtaining the data. Specifically, we acknowledge the contribution of all the men and women of NAFSA and of AACRAO whose cooperation in the collection of these data is voluntarily and enthusiatically given, whose professionalism and interest is always evident and on whose feedback we depend to update and improve the census. The International Education Data Collection Committee (IEDC) consists of representatives from AACRAO, IIE and NAFSA. Among its major objectives are to advise and assist the Institute in the collection, analysis and publication of data on international educational exchanges. The members of the 1993/94 committee are as follows: Jerry Wilcox (outgoing chair), Cornell University; Jim Gehlhar (incoming chair), University of Tennessee–Knoxville; Jim Buschman of Alma College and Jan Sandor of the University of Georgia, representing NAFSA; Jeanne-Marie Duval of the NAFSA staff; and Diana Reid of Northwestern University, representing AACRAO. Jack Reichard's insights and evaluation assisted the Institute in reframing this report.

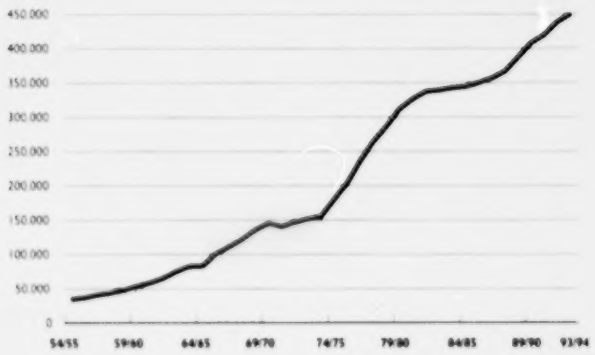
■ This report has benefited from the thoughtful writing on the implications of student exchange made by our sidebar contributors. The names of these individuals are given in the bibliographic note which accompanies their contribution. This report has also benefited indirectly but substantially from the contributions made by Alan Smith, Director of the Academic Cooperation Association (ACA), Brussels, Belgium; Professor Ulrich Teichler, University of Kassel, Kassel, Germany; and by the newly created International Research Center for Cultural Studies (IFK), Vienna, Austria, for building a framework within which to understand international student mobility. Dr. Barbara Sporn, Wirtschaftsuniversitat, Vienna, Austria, is a good colleague of this report and has a commitment to an interdisciplinary perspective.

■ Many others inside the Institute and outside contributed their special skills to this report. The production staff for this report included Anna Clune, Kip O'Brien and Lisa Rhoades. The design of the cover and of the interior pages was by Renée Meyer. Typography and page layout was by Ian Walker Communications. Certain caption headings and call-outs were contributed by Michael Stoner of College Connections. Copy editing of the manuscript was done by Stephanie Hartman. Principal contributors to this report in IIE's Research Division include Elizabeth Sutton and Loradelle Abbott. Ms. Sutton provided daily guidance and intellectual scaffolding for this project and supervised the redesign of this publication. Ms. Abbott was responsible for data management, data acquisition and table preparation. Finally we wish to acknowledge our debt to Peggy Blumenthal, IIE Vice-President for Educational Services, for her careful attention to detail, as well as for her advice and criticism. Her commitment to this project and to the power of international exchange has sustained us during a challenging passage.

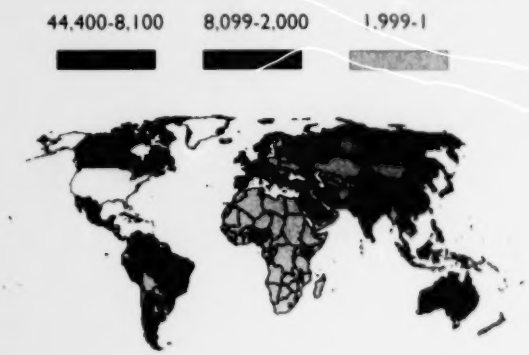
FAST FACTS: Open Doors 1993/94

FOREIGN STUDENT ENROLLMENT (Section 1)

Year	Foreign Students	Annual % Change
1954/55	34,232	
1964/65	82,045	9.7
1974/75	154,580	2.3
1984/85	342,113	0.9
1989/90	386,851	5.6
1990/91	407,529	5.3
1991/92	419,585	3.0
1992/93	438,618	4.5
1993/94	**449,749**	**2.5**



WHERE THE STUDENTS COME FROM, 1993/94



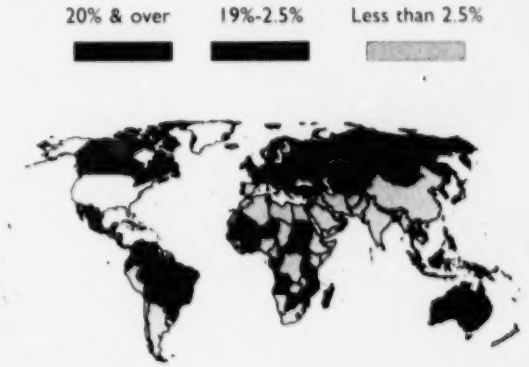
FOREIGN STUDENT TOTALS BY WORLD REGION (Section 2)

Region of Origin	1992/93 Total	1993/94 Total	% Change
Africa	20,518	20,569	0.2
Asia	260,669	264,693	1.5
Europe	58,012	62,442	7.6
Latin America	43,253	45,246	4.6
Middle East	30,241	29,509	-2.4
North America	21,552	23,288	8.1
Oceania	4,295	3,857	-10.2
World Total	**438,618**	**449,749**	**2.5**

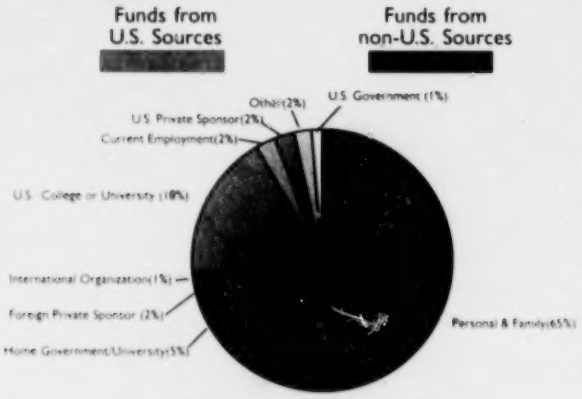
LEADING PLACES OF ORIGIN (Section 3)

	1992/93		1993/94	%
Locality	Number	Locality	Number	Change
China	45,130	China	44,380	-1.7
Japan	42,840	Japan	43,770	2.2
Taiwan	37,430	Taiwan	37,580	0.4
India	35,950	India	34,800	-3.2
Korea, Rep of	28,520	Korea, Rep of	31,080	9.0
Canada	20,970	Canada	22,660	8.1
Hong Kong	14,020	Hong Kong	13,750	-1.9
Malaysia	12,660	Malaysia	13,720	8.4
Indonesia	10,920	Indonesia	11,740	7.5
Thailand	8,630	Thailand	9,540	10.5
Pakistan	8,020	Germany	8,510	8.0

PERCENTAGE CHANGE IN FOREIGN STUDENT ENROLLMENT, 1992/93 - 1993/94



PRIMARY SOURCE OF FUNDING FOR FOREIGN STUDENTS, 1993/94 (Section 8)



Primary Source of Funds	Students	%
Personal & Family	292,230	65.0
U.S. College or Univ.	82,450	18.3
Home Government/Univ.	24,030	5.3
Current Employment	11,150	2.5
U.S. Private Sponsor	11,140	2.5
Foreign Private Sponsor	10,810	2.4
U.S. Government	5,860	1.3
International Organization	2,370	0.5
Other	9,710	2.2

INSTITUTIONS WITH THE MOST FOREIGN STUDENTS, 1993/94 (Section 9)

Boston University	4,547
So. California, University of	4,189
Wisconsin-Madison, University of	4,076
Texas-Austin, University of	4,024
New York University	3,636
Ohio State Univ, Main Campus	3,612
Columbia University	3,585
Penn, University of	3,436
Ill Urbana-Champaign, University of	3,183
So. Illinois Univ, Carbondale	2,832
Texas A&M Univ, Main Campus	2,793
Minn-Twin Cities, University of	2,747
Maryland College Park, University of	2,687
Harvard University	2,670
Houston, University of	2,599
Michigan-Ann Arbor, University of	2,584
Iowa State University	2,582
Cornell University	2,573
Stanford University	2,550
Arizona State University	2,487

WHAT FOREIGN STUDENTS STUDY, 1993/94 (Section 10)

Field of Study	1992/93 Students	%	1993/94 Students	%	% Change
Business & Management	88,120	20.1	87,268	19.4	-1.0
Engineering	77,280	17.6	76,055	16.9	-1.6
Physical & Life Sciences	39,490	9.0	39,614	8.8	0.3
Other*	39,070	8.9	39,613	8.8	1.4
Math & Computer Sciences	36,980	8.4	36,153	8.0	-2.2
Social Sciences	33,260	7.6	35,752	7.9	7.5
Fine & Applied Arts	22,550	5.1	24,097	5.4	6.9
Health Sciences	18,180	4.1	19,786	4.4	8.8
Humanities	16,800	3.9	17,007	3.8	1.2
Education	12,160	2.8	13,657	3.0	12.3
Agriculture	8,960	2.1	9,361	2.1	4.5

* Includes fields such as General Studies, Communications and Law

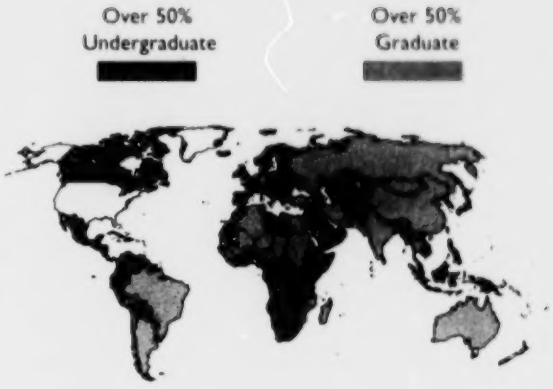
FOREIGN STUDENTS BY ACADEMIC LEVEL (Section 10)

Academic Level	1993/94 Students	%
Undergraduate*	213,610	47.5
Graduate	201,030	44.7
Int. Engl. Lang.	14,280	3.2
Practical Training	11,430	2.5
Nondegree	9,400	2.1

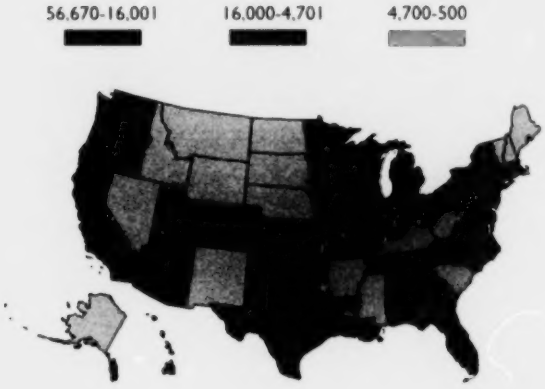
* Includes Both Bachelor's and Associate Degree

WORLD REGIONS BY ACADEMIC LEVEL, 1993/94 (Section 4)

Region of Origin	Under-graduate	Graduate	Other
AFRICA	**56.4**	**39.0**	**4.6**
North Africa	42.2	51.0	6.8
Sub-Saharan Africa	59.5	36.4	4.1
ASIA	**43.9**	**50.5**	**5.6**
East Asia	42.8	50.8	6.4
South and Central Asia	29.3	66.7	4.0
Southeast Asia	64.5	31.4	4.1
EUROPE	**50.5**	**40.3**	**9.2**
Eastern Europe	48.7	45.0	6.3
Western Europe	50.9	39.0	10.0
LATIN AMERICA	**62.5**	**30.9**	**6.6**
Caribbean	78.1	16.6	5.3
Central America & Mexico	64.4	30.6	5.0
South America	52.9	38.8	8.3
MIDDLE EAST	**53.9**	**38.2**	**7.9**
NORTH AMERICA	**58.7**	**36.7**	**4.5**
OCEANIA	**55.9**	**38.7**	**5.4**
WORLD TOTAL	**47.5**	**44.7**	**7.8**

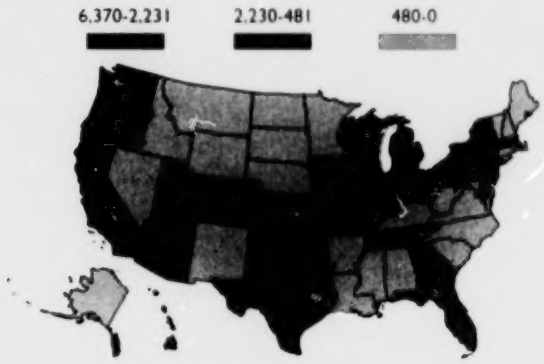


STATES WITH THE MOST FOREIGN STUDENTS, 1992/93 - 1993/94 (Section 6)



U.S. State	1992/93	1993/94	% Change
California	57,236	56,673	-1.0
New York	45,660	47,278	3.5
Texas	28,164	27,619	-1.9
Massachusetts	23,721	24,327	2.6
Illinois	19,167	19,368	1.1
Pennsylvania	18,496	18,848	1.9
Florida	18,374	18,555	1.0
Ohio	16,150	16,170	0.1
Michigan	16,126	16,074	-0.3
Washington	9,593	10,164	6.6

INTENSIVE ENGLISH LANGUAGE STUDENTS (IELP), 1993/94



IELP STUDENTS BY WORLD REGION (Section 11)

Locality	1992/93 Students	1993/94 Students	% Change
Africa	553	600	8.5
Asia	23,806	23,713	-0.4
Europe	3,986	4,405	10.5
Latin America	4,750	5,606	18.0
Middle East	3,376	4,039	19.6
North America	102	124	21.6
Oceania	133	108	-18.8
TOTAL	**36,712**	**38,606**	**5.2**

LEADING STATES IN IELP ENROLLMENT, 1993/94

State	Enrollment
California	6,370
New York	3,446
Washington	2,840
Texas	2,237
Massachusetts	1,813

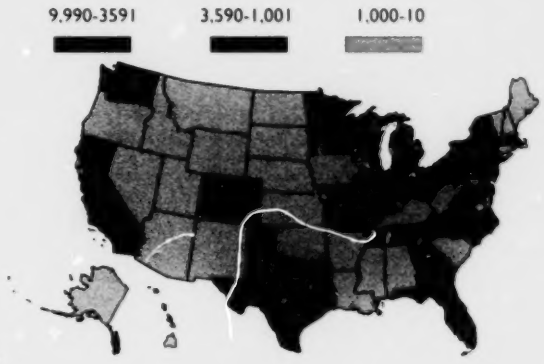
LEADING PLACES OF ORIGIN FOR IELP STUDENTS

Locality	1992/93	1993/94	% change
Japan	10,439	9,997	-4.2
Korea, Repub. of	5,916	6,241	5.5
Taiwan	3,060	2,749	-10.2
Thailand	1,596	1,663	4.2
Mexico	1,113	1,526	37.1

LEADING PLACES OF ORIGIN FOR FOREIGN SCHOLARS (Section 12)

Country	1991/92 %	1993/94 %
China	20.4	18.6
Japan	9.1	9.1
Germany	5.3	6.9
India	6.9	6.9
Korea, Republic of	4.5	5.5
Total Scholars	**62,148**	**59,981**

WHERE FOREIGN SCHOLARS ARE LOCATED, 1993/94



FOREIGN SCHOLARS FIELD OF SPECIALIZATION

Major Field of Specialization	1991/92	1993/94
Health Sciences	27.5	27.4
Physical Sciences	14.9	14.7
Life Sciences	16.6	13.1
Engineering	10.3	11.6
Social Sciences	3.9	4.6
TOTAL Number Reported	**62,148**	**59,981**

FOREIGN SCHOLARS IN LEADING STATES, 1993/94

State	Number
California	9,986
Massachusetts	5,807
New York	4,620
Texas	3,610
Pennsylvania	3,594

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1 OVERVIEW

Overall Foreign Student Enrollments

- During the 1993/94 academic year the number of foreign students enrolled in accredited colleges and universities increased to 449,749. Despite this record number of foreign students, the actual rate of increase dropped this year to 2.5%.
- Enrollment levels and rates of change have fluctuated widely over time. The first half of the 1970s and the middle 1980s were periods of minimal growth in enrollment. The strongest sustained period occurred between 1975 and 1980.
- One measure of the impact international students have on a host country's educational system is the share they hold of the entire higher-education population. In the United States, that share is minimal. Despite the increases in foreign student inflows over the history of the Census, these students' share of the overall higher-education student population increased from 1.4% in 1954/55 to only 3.1% this year. In general, the tremendous growth in the number of Americans attending institutions of higher education during the same period offsets the impact of a growing international population, although percentages of foreign students in some institutions showed considerable growth.

While foreign students represent a 3.1% share of all U.S. higher education enrollments, there is considerable variability in the proportion of foreign students at different academic levels. To determine what proportion of all undergraduate and graduate students in the United States are foreign students, foreign student numbers were compared to a computer analysis of the College Board Annual Survey of Colleges Data Base, 1993. This survey determined the total U.S. enrollment in all 2-year institutions; all 4-year institutions, including doctoral degree granting and special purpose institutions; and of graduate and first professional degree students programs. The proportion of foreign students at each level was then calculated by comparing the number of foreign students enrolled at each level with the College Board's total enrollment figures.*

- Total 2-year enrollment: 5,947,652. Total foreign associate degree enrollment (Section 10): 46,260. Percentage of 2-year enrollment: 0.8%.
- Total 4-year enrollment: 6,666,629. Total foreign bachelor's enrollment (Section 10): 167,350. Percentage of 4-year enrollment: 2.5%.
- Total graduate enrollment: 1,858,828. Total foreign graduate enrollment (Section 10): 201,030. Percentage of graduate enrollment: 10.8%.

*The foreign associate, bachelor's and graduate enrollment figures do not include foreign students who are enrolled in practical training, nondegree, or intensive English language programs.

1.0

FOREIGN STUDENT AND TOTAL U.S. ENROLLMENT

Foreign student numbers are increasing but their share of the total higher-education enrollment in the United States remains minimal.

Year	Foreign Students	Annual % Change[1]	Total Enrollment	% Foreign
1954/55	34,232	_	2,499,800	1.4
1959/60	48,486	2.6	3,402,300	1.4
1964/65	82,045	9.7	5,320,000	1.5
1969/70	134,959	11.2	7,978,400	1.7
1974/75	154,580	2.3	10,321,500	1.5
1979/80	286,343	8.5	11,707,000	2.4
1984/85	342,113	0.9	12,467,700	2.7
1985/86	343,777	0.5	12,387,700	2.8
1986/87	349,609	1.7	12,410,500	2.8
1987/88	356,187	1.9	12,808,487	2.8
1988/89	366,354	2.9	13,322,576	2.7
1989/90	386,851	5.6	13,824,592	2.8
1990/91	407,529	5.3	13,975,408	2.9
1991/92[2]	419,585	3.0	14,360,965	2.9
1992/93	438,618	4.5	14,422,975	3.0
1993/94	**449,749**	**2.5**	**14,473,106[3]**	**3.1**

[1] Rate of change for accredited institutions. In 1981/82 the number of institutions surveyed decreased due to the elimination from the Census of all institutions that are not listed in the *Education Directory*, Colleges and Universities with (a) accreditations, (b) provisional or probationary accreditation, or (c) preaccredited status by a Regional Accrediting Commission.

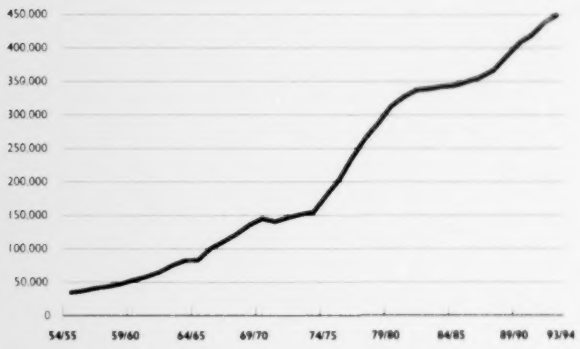
[2] Beginning in 1991/92, the foreign student totals do not include refugees, a category which had been included since 1975/76.

[3] Reported total enrollments from 1954/55 to 1982/83 are from the National Center for Education Statistics, Washington, D.C. The report total enrollments since 1983 are from the College Board Annual Survey of Colleges Data Base. This year's figure is for Fall 1993.

1.a

GROWING FOREIGN STUDENT ENROLLMENTS

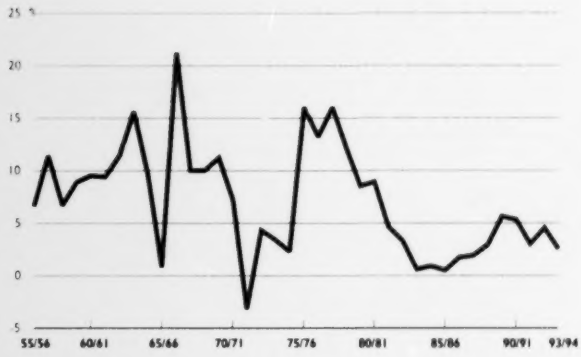
The number of foreign students enrolled in U.S. institutions of higher education has increased steadily since 1954.



1.b

— BUT GROWTH RATES DIP

Rates of change in enrollment have fluctuated widely in the past. A pattern of quickened growth in the late 1980's has moderated in recent years.



The Broken Diagonal

THE figure which describes the total foreign student enrollment over time can be simply read but perhaps not easily understood. On initial inspection the curve seems to move steadily upwards, almost inexorably. On closer inspection the diagonal is broken in at least two places and its track actually reveals episodes of slow growth, rapid growth and periods of virtually no growth. Unfortunately the causes and consequences of foreign student flows are poorly understood. The broken diagonal reminds us that foreign student enrollments are not automatic and in the future not always increasing. It will take a deeper understanding of the sources of student choice for policy makers and others interested in international exchanges to develop sound approaches to managing this aspect of our relationship with other nations.

2

Foreign Student Totals by Region

REGIONS

- Since the early 1980s students from Asia and Europe have been enrolling in U.S. institutions of higher education in increasing numbers. This year, for the first time in over 20 years, the Asian rate of increase has declined below the world average.
- The absolute number of foreign student enrollments from Oceania, North America (Canada) and Latin America has remained remarkably constant over the past 20 years, despite changes in the sending rates from individual countries.
- The rise and fall of the sending rates of the Middle East and Africa may reflect the dramatic economic and political transitions that these regions have passed through over the past 25 years. Sending rates increased steadily in Africa during the 1970s, reaching a peak of 42,000 students in 1982. Since then enrollment levels have declined steadily. The current enrollment is comparable to the level it was in 1974.
- From the mid-1950s to the mid-1970s the Middle East provided more or less one-eighth of the U.S. international student population. The number of Middle Eastern students rose very rapidly in the latter half of the 1970s, mainly due to increased flows from Iran and other OPEC countries. These increases peaked in 1979/80, when Middle Easterners accounted for about 30% of all foreign students. Since 1980/81, however, their numbers have been falling rapidly and steadily.

2.0

FOREIGN STUDENTS BY REGION, 1954/55 - 1993/94

Year	AFRICA Foreign Students	AFRICA % of Total	ASIA Foreign Students	ASIA % of Total	EUROPE Foreign Students	EUROPE % of Total	LATIN AMERICA Foreign Students	LATIN AMERICA % of Total
1954/55	1,234	3.6	10,175	29.7	5,205	15.2	8,446	24.7
1959/60	1,959	4.0	17,808	36.7	6,392	13.2	9,428	19.4
1964/65	6,855	8.4	30,640	37.4	10,108	12.3	13,657	16.6
1969/70	7,607	5.6	51,033	37.8	18,524	13.7	24,991	18.5
1974/75	18,400	11.9	58,460	37.8	13,740	8.9	26,270	17.0
1979/80	36,180	12.6	81,730	28.6	22,570	7.9	42,280	14.8
1984/85	39,520	11.6	143,680	42.0	33,350	9.7	48,560	14.2
1985/86	39,190	9.9	156,830	45.6	34,310	10.0	45,480	13.2
1986/87	31,580	9.1	170,700	48.8	36,140	10.3	43,480	12.4
1987/88	28,450	8.0	180,540	50.7	38,820	10.9	44,550	12.5
1988/89	26,430	7.2	191,430	52.2	42,770	11.7	45,030	12.3
1989/90	24,570	6.4	208,110	53.8	46,040	11.9	48,090	12.4
1990/91	23,800	5.9	229,830	56.4	49,640	12.2	47,580	11.8
1991/92	21,890	5.2	245,810	58.7	53,710	12.8	43,200	10.4
1992/93	20,520	4.7	260,670	59.4	58,010	13.2	43,250	9.9
1993/94	**20,570**	**4.6**	**264,690**	**58.9**	**62,440**	**13.9**	**45,240**	**10.1**

Year	MIDDLE EAST Foreign Students	MIDDLE EAST % of Total	NORTH AMERICA Foreign Students	NORTH AMERICA % of Total	OCEANIA Foreign Students	OCEANIA % of Total	WORLD TOTAL[1]
1954/55	4,079	11.9	4,714	13.8	337	1.0	**34,232**
1959/60	6,477	13.4	5,761	11.9	568	1.2	**48,486**
1964/65	9,977	12.1	9,338	11.4	1,265	1.5	**82,045**
1969/70	13,278	9.9	13,415	9.9	2,077	1.5	**134,959**
1974/75	23,910	15.5	8,630	5.6	2,650	1.7	**154,580**
1979/80	83,700	29.2	15,570	5.4	4,140	1.4	**286,340**
1984/85	56,580	16.5	15,960	4.7	4,190	1.2	**342,110**
1985/86	52,720	15.3	16,030	4.7	4,030	1.2	**343,780**
1986/87	47,000	13.4	16,300	4.7	4,230	1.2	**349,610**
1987/88	43,630	12.2	16,360	4.6	3,620	1.0	**356,190**
1988/89	40,200	11.0	16,730	4.6	3,610	1.0	**366,350**
1989/90	37,330	9.7	18,590	4.8	4,010	1.0	**386,850**
1990/91	33,420	8.1	18,950	4.6	4,230	1.0	**407,530**
1991/92	31,210	7.3	19,780	4.7	3,870	0.9	**419,590**
1992/93	30,240	6.9	21,550	4.9	4,300	1.0	**438,620**
1993/94	**29,510**	**6.6**	**23,290**	**5.2**	**3,860**	**0.9**	**449,750**

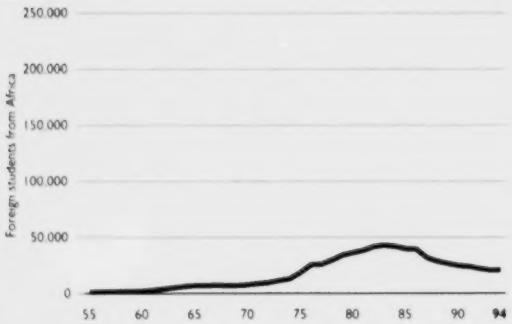
[1] Includes students classified as stateless or of unknown origin.

2.a

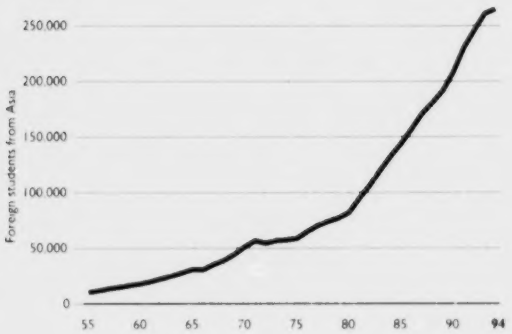
NOT A STEADY RISE FOR ALL

Patterns of enrollment have varied widely from region to region since 1955.

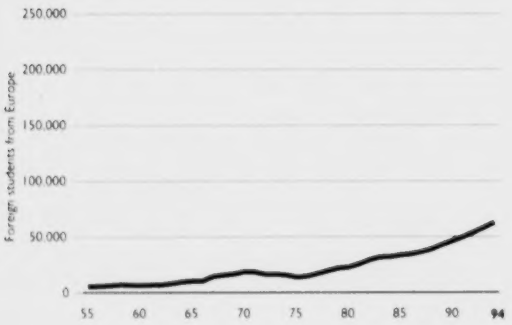
AFRICA



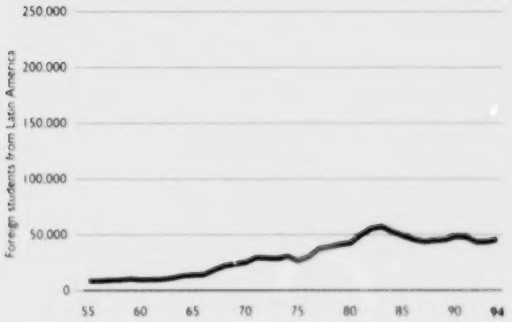
ASIA



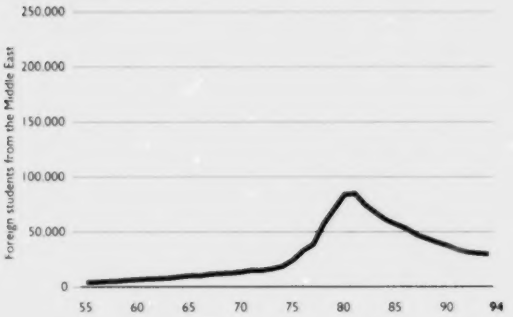
EUROPE



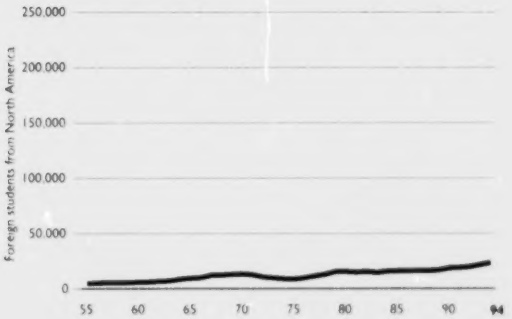
LATIN AMERICA



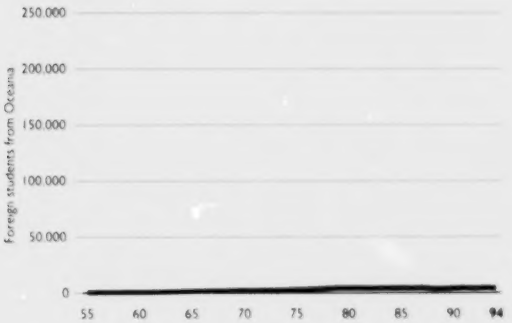
MIDDLE EAST



NORTH AMERICA



OCEANIA



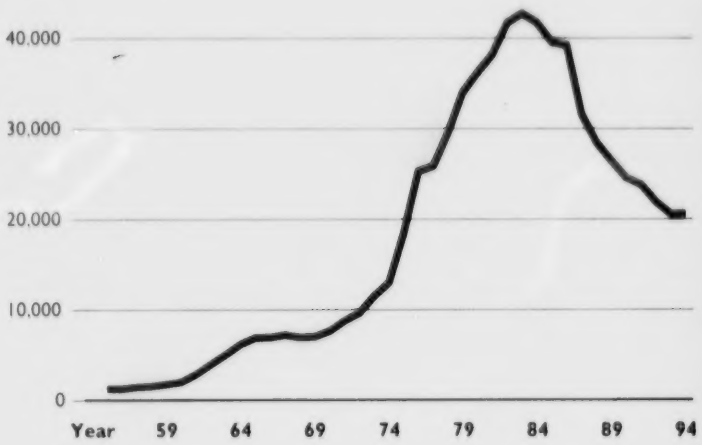
AFRICA

- After ten years of decline, the number of Africans studying in this country rose slightly this year to 20,570, an increase of just 0.2%.
- Africans account for only 5% of all foreign students, the lowest share held by any regional group other than Oceania. Thus, currently there are more students from North America (i.e. Canada) studying here than there are from the whole continent of Africa.
- Most of the African students in the United States are from nations in East Africa (7,093 or 34%), while a slightly lower number are from West African countries (5,804 or 28%). North Africans number 3,614 and make up nearly one-fifth of African students (18%), South Africans 2,563 or 12%, and Central Africans 1,472 or 7%. Only East African student numbers grew at a rate higher than 2% this year. All others declined or remained flat.
- Of the African countries, Kenya sends the most students to the United States (2,399) followed by Nigeria (2,285), South Africa (1,853), Egypt (1,537) and Ethiopia (1,510).
- The 1970s saw a rapid expansion of enrollments from Africa (mainly due to an influx of Nigerians who came during an oil boom of the late 1970s and early 1980s). However this trend was quickly reversed during the 1980s and early 1990s and in 1993/94 there were half as many Africans in the United States as there were ten years before.

2.b

AFRICAN ENROLLMENTS SINCE 1954

After ten years of decline, a slight increase this year.

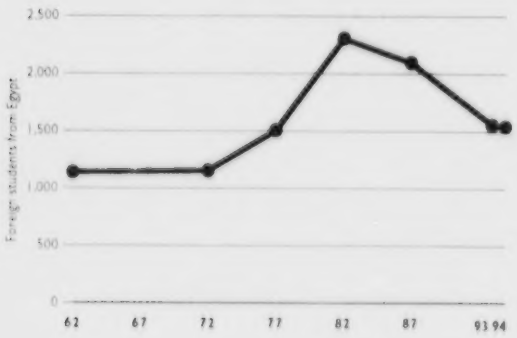


2.c

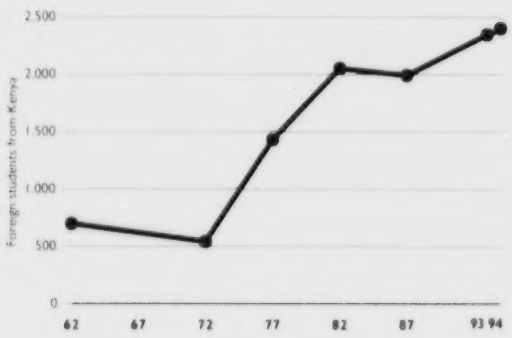
LEADING PLACES OF ORIGIN WITHIN AFRICA

The numbers of students coming to the United States from Kenya have risen steadily since 1987.

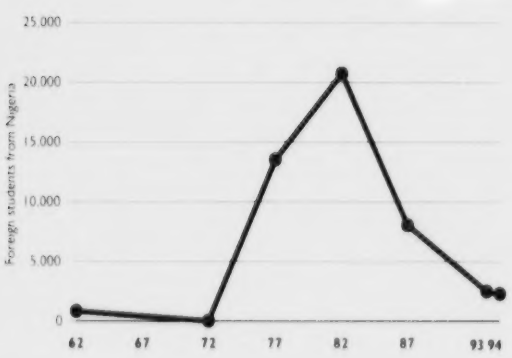
EGYPT



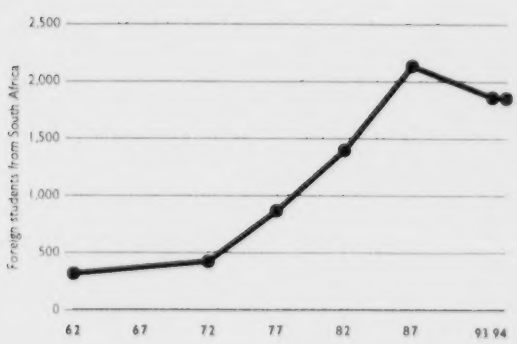
KENYA



NIGERIA



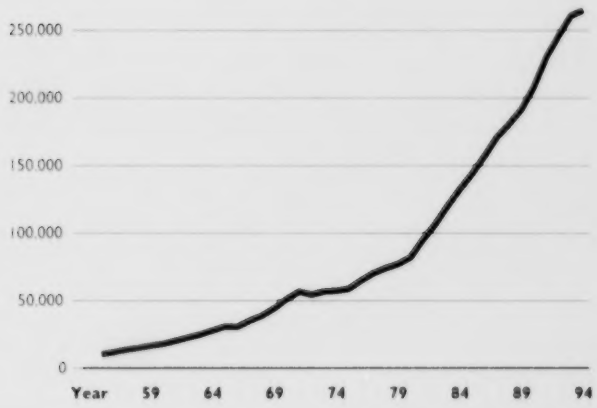
SOUTH AFRICA



2.d

ASIAN ENROLLMENTS SINCE 1954

Enrollments of Asian students increased sharply during the 1970s and 1980s, but the rate of sending remained flat this year.



ASIA

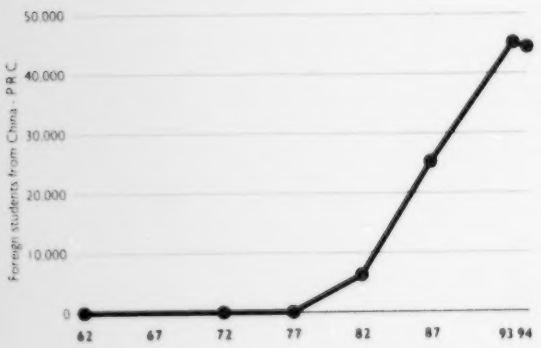
- The number of Asian students studying in the United States in academic year 1993/94 was 264,690.
- Asians have consistently held the largest share of the international student population, but in the 1970s and 1980s their rate of growth increased dramatically and Asians now constitute over 59% of all international enrollments. This is the seventh consecutive year in which they have made up more than half of the foreign students here.
- To grasp the magnitude of Asian student flows, it is helpful to compare them to flows from other world regions. For example, the number of Asians studying in the United States is greater than the number of students from all other regions combined.
- Over the past five years the average rate of growth in Asian enrollments has been above 7%. This year, however, the rate of increase remained essentially flat at 1.5%. This is due in large part to the negative growth from China which had almost 2% fewer students in the United States this year. Japanese enrollments, while still increasing, have slowed considerably as well.
- The number of students from East Asian countries overall grew at a much slower pace than in recent years. This year's 171,279 students represent less than a 2% increase from 1992/93. Numbers of South and Central Asian students actually declined by 3%. Southeast Asian nations such as Malaysia, Indonesia and Thailand continued to send significantly increasing numbers of students.
- Despite its reduced numbers, China remains the Asian (as well as world's) country with the most students in the United States. China's students now number 44,381. Other leading senders in Asia are Japan with 43,770 students, Taiwan with 37,581, India with 34,796 and Korea with 31,076.

2.e

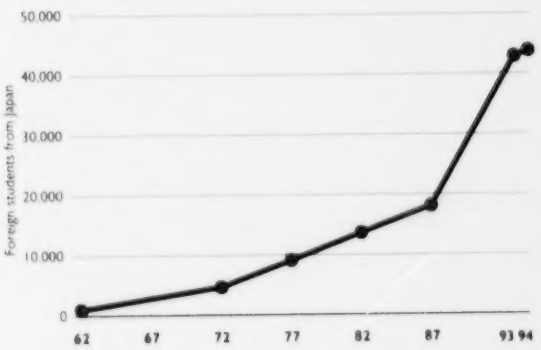
LEADING PLACES OF ORIGIN WITHIN ASIA

The number of students coming to the United States from China dropped 2% this year.

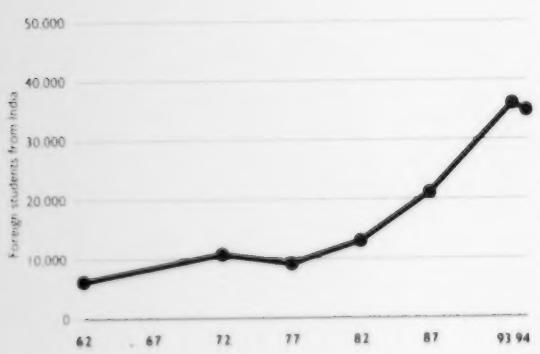
CHINA



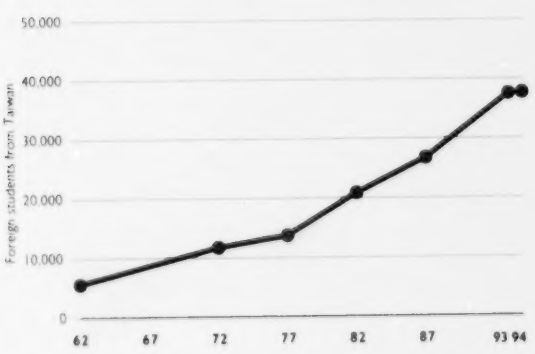
JAPAN



INDIA



TAIWAN



Japanese Student Mobility

Akimasa Mitsuta

Obirin University in Tokyo

The number of foreign students today in the United States is more than 400,000, compared to only 50,000 in Japan.

The trend of students studying abroad is vitally linked to each nation's historical and political position in the world. In this respect World War II was a turning point. Before the war, a few selected Indians went to Britain, Indonesians to the Netherlands, Vietnamese to France, etc. It wasn't until the end of the War that the youths of these nations began to pursue degrees in science and technology in America. Various American initiatives with the intention of introducing democracy to all of the world have helped broaden the stream of promising young students to America.

The number of foreign students today in the United States is more than 400,000, compared to only 50,000 in Japan. The foreign students in the United States are from all over the world, while those in Japan are predominantly Chinese and Korean. The number of American students in Japan is less than 1,700 which is far less than the 44,000 Japanese students in the United States. The United Kingdom, Germany and France are smaller than Japan in terms of both population and GNP but each has a larger foreign student population. We talk about student exchange, but many historical cases show us the essential character of studying abroad. To study abroad means to obtain knowledge and skills in a more advanced country which benefits both the

Continued...

Continued

student and the sending country. Exchange on an equal basis can exist only between two countries which share the same basic value system and regard each other as socioeconomic equals. Historically Japan sent its students to China to absorb advanced Chinese civilization. I know of no case, however, in which the Han, Tang or Ming Dynasties ever tried to send students to Japan. Currently an important issue is the small number of American students in Japan. No doubt, agencies on both sides of the Pacific should make efforts to improve this situation. The crucial problem is whether studying in Japan can be made attractive and useful enough for American students, given that in Japanese universities (except in some programs specially designed for foreign students), all the courses are taught in Japanese and designed for Japanese nationals in the anticipation of life and work in Japanese society.

The inclination of the younger generation of Japanese to keep pace with global trends represented by the United States is strong; therefore, there will continue to be an increase in the number of Japanese students going to the United States. Nevertheless the curve will not be sharp, because of the efforts of the Japanese to conserve their own culture and tradition. The stream of applicants for degree programs at U.S. colleges and universities will not be influenced by day-to-day events, but the trend of other students, such as language students, may be influenced by unpredictable social accidents such as the gunshot accidents which happened recently. As for the trend of Chinese students studying in the United States, it should be observed in a broader context. China has a huge population. Whenever its economy and society become unstable, there will be a flood of emigration. If the Chinese socioeconomic situation is in the process of upward development, the people will find it more comfortable to stay at home than to go overseas. The flow of Chinese students studying abroad should be considered in light of Chinese immigration as a whole.

To judge the future trend we should examine whether the socioeconomic conditions in China make academic study in the West helpful or not for a Chinese in his career. What would a business administration degree from an American university mean in a society which has a substantially different economy from that of the United States? In the very long run the number of Chinese students overseas will probably show an upward curve, since the population pressure in mainland China continues to increase.

Akimasa Mitsuta, a graduate of Tokyo University, was the Director of Student Exchange at the Ministry of Education in Japan, Executive Vice President of the Japan Foundation, a Visiting Professor at the University of California San Diego and is currently teaching at Obirin University in Japan.

BEST COPY AVAILABLE

EUROPE

- Europe is the second largest sender of students to the United States after Asia. Students from this region now number 62,440. For the past eight years Europeans have accounted for more than 10% of the foreign student population and their proportion is growing steadily. While this increase must be seen in the context of declining numbers of Latin Americans, Middle Easterners and Africans, it is also due to increasing absolute numbers of students from Europe, the average rate of growth in recent years being around 8%.

- Since the end of the cold war, the enrollment rates of the Newly Independent States of the former Soviet Union, as well as those of Eastern Europe, have increased dramatically (almost tripling since 1990). The absolute number of students from these nations, however, remains relatively small at 12,930.

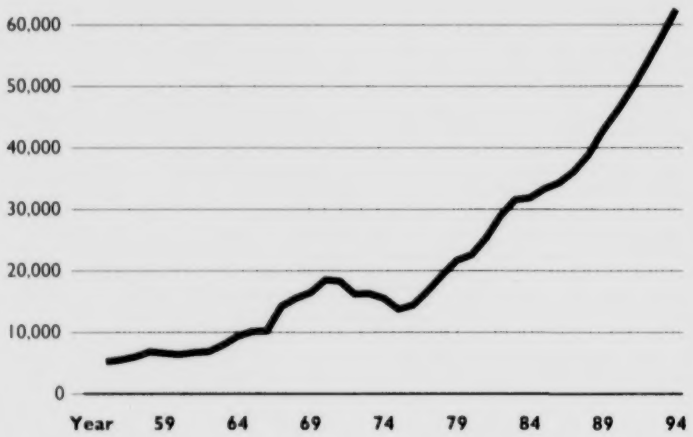
- After growing relatively slowly in the 1950s and 1960s, the rate of sending from Western Europe began to accelerate in the mid-1970s. By 1993/94 Western Europeans numbered 49,500 (up 3%) and now make up 11% of the entire foreign student population.

- The European countries which send the most students to the United States are Germany (8,508 students), the United Kingdom (7,828 students), France (5,976 students), Spain (5,246 students) and Greece (4,144 students).

2.f

EUROPEAN ENROLLMENTS SINCE 1954

European enrollments grew significantly in part because of student flows from the Newly Independent States of the former Soviet Union and from Eastern Europe, although the absolute number of students from these countries remains small.

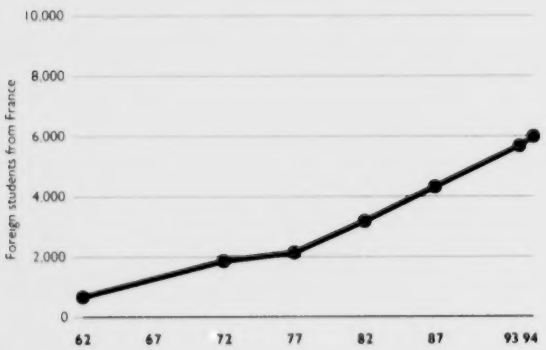


2.g

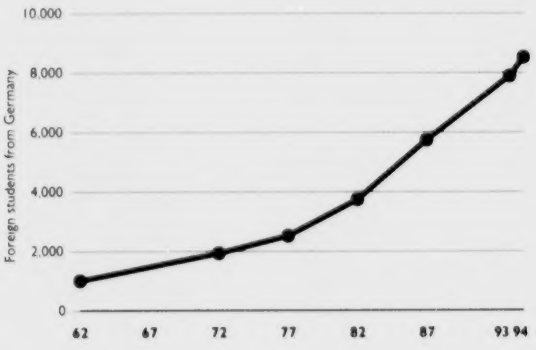
LEADING PLACES OF ORIGIN WITHIN EUROPE

Germany sends the largest number of students to the United States, and the numbers continue to increase.

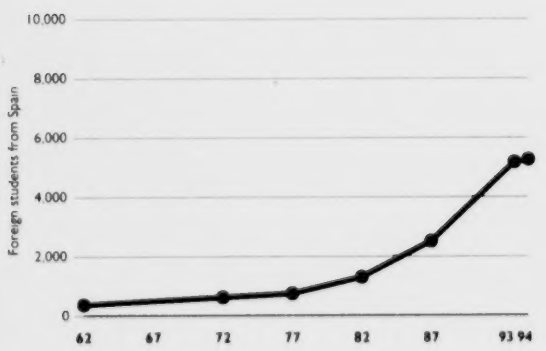
FRANCE



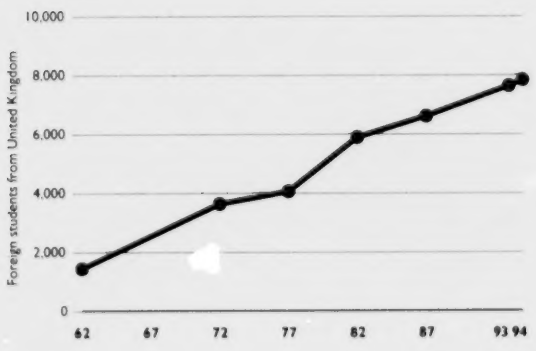
GERMANY



SPAIN



UNITED KINGDOM



International Education in the Netherlands

Student Mobility and Beyond

MARIJK VAN DER WENDE
Netherlands Organization for International Cooperation (NUFFIC)

The goal of 10% student mobility set by the European Commission has been reached in the Netherlands.

OWING partly to additional efforts by the national government in the Netherlands, the goal of 10% student mobility set by the European Commission has been reached. Aside from the popular destination countries of the ERASMUS Programme (United Kingdom, Germany and France), the Dutch mobility programs offer students opportunities to study all over the world. Students particularly exploit this opportunity to go to the United States but also to Central and Eastern Europe. Other opportunities were recently created for study and traineeships in Japan. Institutions and students are also being encouraged to cooperate with and study in the border regions (Belgium and Germany). Business and language students in particular tend to opt for a study abroad period. For students in higher professional training (HBO), a period abroad means an international traineeship in 80% of the cases. The presence of foreign students as a means of internationalizing is becoming increasingly valued and used.

Continued...

International Education in the Netherlands

...Continued

An active internationalization policy may appear to be a matter of course for a small country that has been an international trading nation for centuries, has a strong tradition for learning foreign languages, and is extremely conscious of the international character of modern science and technology. But there is still plenty to be done. Certain fields of study are still clearly less international than others: students in engineering and natural sciences tend in particular to be less mobile. The recognition of study abroad periods, not to mention the prolongation of study that often results, remains difficult, as a result of poor integration of study abroad periods into the curriculum and insufficient contact with the host institution. Staff mobility is still relatively undeveloped as an instrument for internationalization and is directed more towards the organization of student mobility than to educational development.

Another important element of internationalization is internationalizing the curriculum. Increasing numbers of institutions are recognizing the importance of this element for their non-mobile students and in attracting foreign students. Further, curriculum development seems to be the best way to realize an international dimension in higher education for everyone, to achieve structural effects and to improve the quality of education. The feasibility and sustainability of international education is in the long term dependent on the proof of its contribution to the quality of education. Therefore, evaluation and quality assessment of international education need to be further developed.

With curriculum development, evaluation and quality assessment, the role of the teacher is becoming more important than ever: teachers make education work and teachers will make internationalization work better. The challenge for policy makers is then to further develop student exchange, staff and curriculum development within a coherent policy.

Marijk van der Wende is Researcher at the Department for International Academic Relations, The Netherlands Organization for International Cooperation in Higher Education (NUFFIC), The Hague.

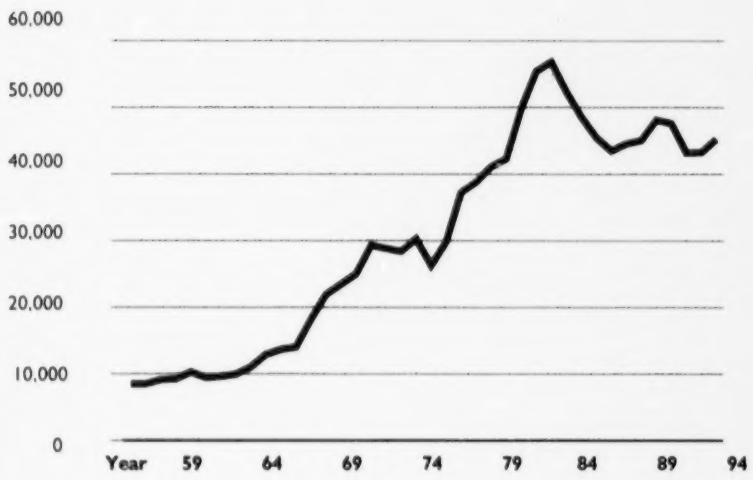
LATIN AMERICA

- The academic year 1993/94 marks the first year since 1990 that there has been a significant increase in the number of Latin Americans coming to this country for study. After several years of decline or minimal growth, Latin American student numbers are up 5% for a total of 45,246.
- Latin Americans make up 10% of the total foreign student population and are the third largest regional group after Asians and Europeans. While Latin Americans have held a higher proportion of the overall foreign student population in the past, their numbers have never exceeded 60,000.
- Growth in the number of students from Mexico (up 6% to 8,021) and from countries in South America such as Brazil (up 10% to 4,977), Venezuela (up 9% to 3,742) and Colombia (up 8% to 3,077) help explain why Latin American numbers are up overall.
- The Latin American countries which send the most students to the United States are Mexico, Brazil, Venezuela, Colombia and Jamaica.

2.b

LATIN AMERICAN ENROLLMENTS SINCE 1954

This past year marked the first time since 1990 that the increase in students coming to the United States from Latin America was significant.

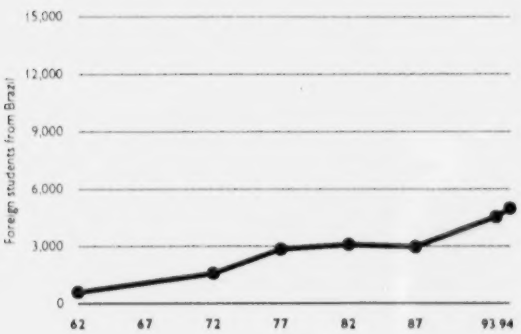


2.i

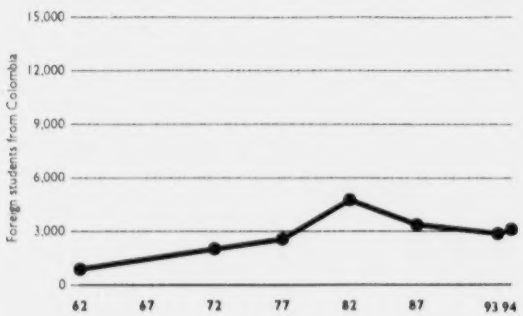
LEADING PLACES OF ORIGIN WITHIN LATIN AMERICA

Growth in student flows from some leading senders increased significantly, with Venezuela up 9% and Mexico up 6%.

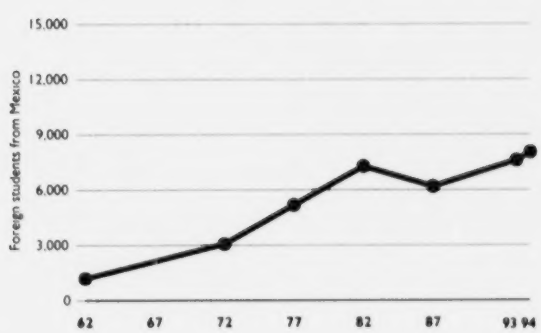
BRAZIL



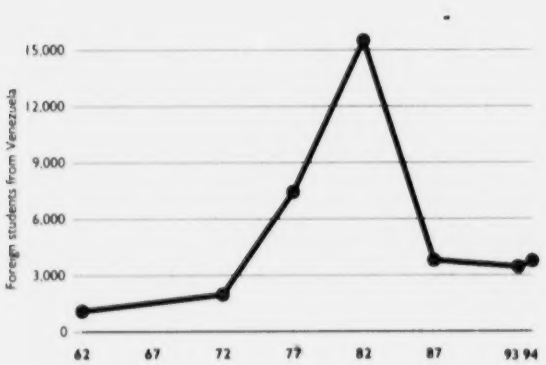
COLOMBIA



MEXICO



VENEZUELA



The growing trade and other economic and financial operations spurred by NAFTA has had a major impact on Mexico-U.S. exchanges.

Student Exchange Between Latin America and the U.S.

Enrique Cárdenas

Universidad de las Americas Puebla

Student exchange between Latin America and the United States has always been quite uneven. For most countries in South America, sending undergraduate students to the United States is not easy and entails a major investment. Tuition and room and board costs are only accessible to a small percentage of the population. Only Venezuela had been sending relatively large numbers of undergraduates to the United States.

Mexico is the other major sending country of Latin America. Its geographic location, with a large and growing population along the 2,000 kilometer border, stimulates Mexican students to study for a B.A. at border U.S. universities at a relatively low cost. In many instances they are charged only in-state tuition fees and are able to cross the border everyday, thus saving room and board costs.

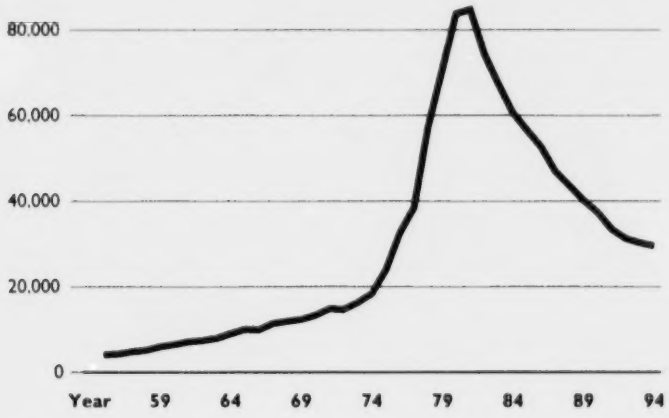
The growing trade and other economic and financial operations spurred by NAFTA have had a major impact on Mexico-U.S. exchanges. More than ever before, Mexican colleges and universities are seeking closer links with other Spanish-speaking countries. Latin American universities are already experiencing a growing interest from their U.S. counterparts. That situation will probably make Latin America-U.S. student exchanges even more concentrated than before. Consequently South American universities will have to make a great effort in order to attract larger numbers of U.S. students.

Enrique Cárdinas, an economist by training, has been President of the Universidad de las Américas Puebla since 1985. He is also Vice President of AMPEI (Associación Mexicana para la Educación Internacional).

2.j

MIDDLE EASTERN ENROLLMENTS SINCE 1954

The number of students coming to the United States from the Middle East continued to drop, decreasing 3% this year.



MIDDLE EAST

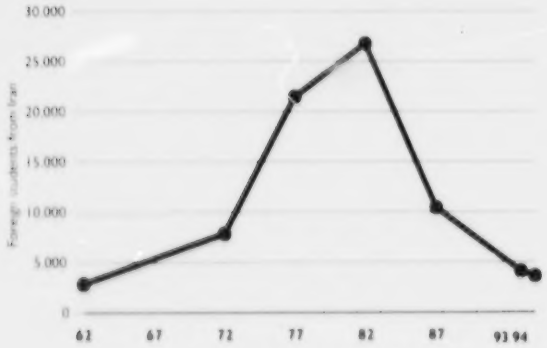
- Between 1975 and 1980 the number of students from the Middle East (predominantly students from Iran and other OPEC countries) increased by over 200%, rising from 24,000 in 1975 to 84,000 five years later. Since that time their numbers have fallen by more than half, and this year the total was down another 3% to 29,510.
- Middle Easterners, once the second largest group among foreign students, now make up just 7% of the international student total.
- Historically, enrollment trends in this region have been driven by the percentage of students from Iran. In 1980 there were 51,310 students from Iran studying in the United States (the highest total sent by any country in the history of the Census); today that number is less than 4,000. Despite declining numbers, Iran was the leading Middle Eastern country of origin until last year, when its student total was surpassed by the rapid growth in the number of students from Turkey. The histories of student flows from countries such as Saudi Arabia, Jordan and Kuwait are similar to Iran's and are marked by large increases in the mid-1970s, coinciding with increased revenues from oil and continuing declines thereafter.
- Currently Turkey is the fastest growing Middle Eastern sender of students to the United States. Turkish students now number 5,474 and increased at a rate of 10% this year. Students coming from Kuwait (2,556) also increased at a rapid pace, but their numbers are considerably smaller.

2.k

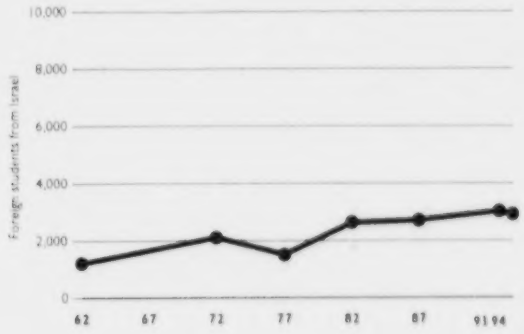
LEADING PLACES OF ORIGIN WITHIN THE MIDDLE EAST

Despite dramatic declines, Iran continues to have many students in the United States, while the number of students coming from Turkey is increasing rapidly (up 10% this year).

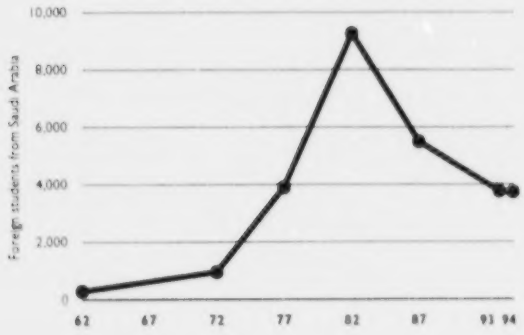
IRAN



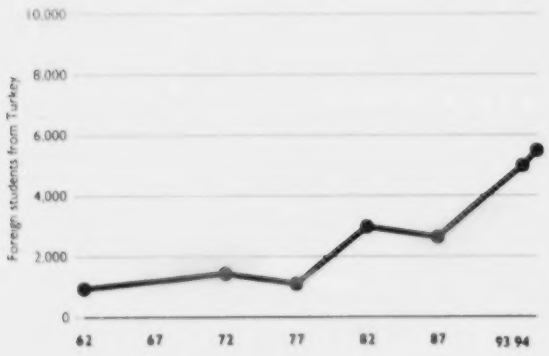
ISRAEL



SAUDI ARABIA



TURKEY



Student Flows From the Middle East

Assessing the Present; Looking to the Future

DIANA KAMAL

AMIDEAST

STUDENT flows from the Middle East continue the downward trend that began well over a decade ago. A variety of socioeconomic and political factors have contributed to the decline: a lingering recession in many countries in the region, particularly in the oil-rich Gulf states; hostile or tenuous relations between the United States and several countries, including Iraq, Iran and Syria; and more recently, a sharp reduction in the number of U.S.-funded scholarships for countries that backed Iraq in the Gulf war. Likewise, for economic and other reasons, Arab governments are offering fewer scholarships for U.S. study. Many countries in the region have developed or expanded their university systems and now offer an array of free or heavily subsidized postsecondary study options unavailable 15 years ago when Middle Eastern enrollments in U.S. institutions were at their peak. It is not yet clear whether the Islamic revival and the renewed emphasis on traditional Islamic values have discouraged study abroad in Western countries, including the United States, or to what extent this might occur in the future.

Anecdotal information further suggests that fewer visas for U.S. study are being granted in most non-Gulf states, partly because of doubt as to applicants' intent to return and/or ability to finance a U.S. education. Parents and students themselves are increasingly worried about personal safety, their fears fueled by local media (as well as U.S. movies and

Continued...

Looking to the future, the Middle East peace process is likely to have the greatest potential impact on the numbers of Middle Eastern students pursuing a U.S. education.

Student Flows From the Middle East

Continued

television shows) that portray American society as fraught with violence and crime.

Noteworthy exceptions to the general trend of declining enrollments from the Middle East include recent sharp increases in the numbers of students from Turkey, Kuwait and Bahrain. Increased student flows from Turkey are largely the result of an ambitious government-sponsored faculty development program that will bring up to 7,500 graduate students to the United States by the end of the decade. In the Gulf, appreciation for American-style education is said to be emerging in the wake of the Gulf war, competing with the longstanding ties with Britain that have traditionally influenced the study-abroad destinations of students from these countries. In addition, a weak dollar and rising costs of education in Europe have made U.S. education relatively more affordable than in the past.

Looking to the future, the Middle East peace process is likely to have the greatest potential impact on the numbers of Middle Eastern students pursuing a U.S. education. Historically, peace efforts and other strategic alliances mediated or promoted by the United States have led to significant American investments in U.S.-based education and training programs for students from the countries involved. This was a consequence of the Camp David Accords in 1979; more recently, similar programs have been instituted for students from Eastern Europe and the Newly Independent States.

Significant U.S. aid has already been pledged to the Palestinians and is likely to be proffered to other peace partners in the future. However, emerging U.S.-assistance strategies do not currently favor U.S.-based education and training, emphasizing instead local and regional investments in infrastructure and job creation. If this trend continues as new agreements are reached, significantly higher Middle Eastern student flows to the United States will be unlikely. In the more distant future, peace may bring greater prosperity, in turn enabling U.S. education to be a more realistic option for more Arab students.

Diana Kamal is Senior Vice President for Education and Training Programs at AMIDEAST, the leading American nonprofit organization operating in the Arab world.

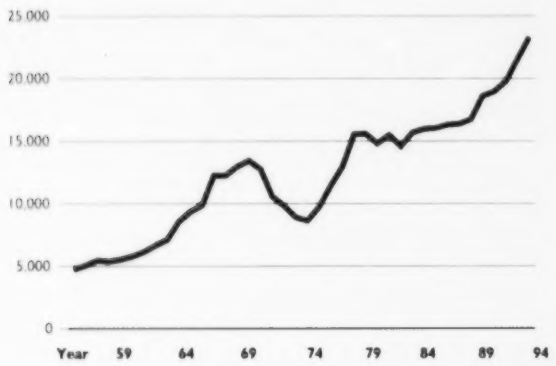
NORTH AMERICA

- A total of 23,290 North Americans are studying in the United States this year, up 8% from 1992/93. They make up 5% of the total foreign student population. Almost all of the North Americans, 22,655 or 97%, are Canadian; Canadian enrollments are up 8% this year, an increase of 1,687 students.
- Despite a four-fold increase in their numbers, the Canadian share of the foreign student population in the United States has continued to shrink over the history of the Census. Thus, while in 1954/55 the 4,714 students from North America studying in the United States accounted for 13.8% of all foreign students that year, the 23,288 students from this region in 1993/94 account for only 5%.

2.l

NORTH AMERICAN ENROLLMENTS SINCE 1954

North American student numbers rose by 8% in 1993/94.

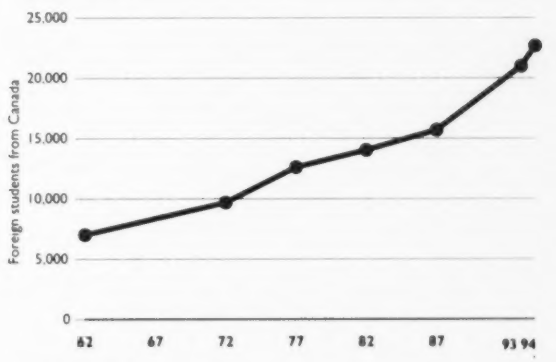


2.m

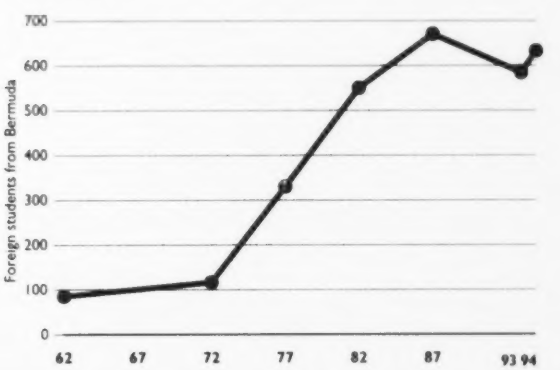
LEADING PLACES OF ORIGIN WITHIN NORTH AMERICA

Enrollments are up by 8%.

CANADA



BERMUDA



Student Mobility: The View From Canada

Eva Egron-Polak

Association of Universities and Colleges of Canada

Academic mobility and perhaps its most visible aspect, namely student mobility, is an important issue for Canadian universities. It was not so long ago that young Canadian graduates had to study elsewhere for higher degrees in a fairly large number of disciplines, as the spectrum of graduate programs available in the nascent Canadian institutions was not sufficiently broad. But soon Canada was among the leading Commonwealth nations to offer places in universities to students from developing nations, first through the Colombo Plan and later through the Commonwealth Scholarship and Fellowship Program. Lately, the marketing of places in Canadian universities to foreign students for financial gain has become an important issue for discussion.

Today, the need for student mobility is seen within the broader discovery of, and commitment to, internationalization of the university. Student mobility, whether this is in structured programs such as study abroad or exchange arrangements between institutions, is seen as an important element in ensuring that Canadian students are better prepared to face the more globalized and internationally competitive job market and to serve Canada's interests in such a world, whether it be in science, economics or comparative literature, etc. There is an increasingly held view throughout the institutions and among the most senior administrators of Canadian universities that far more opportunities must be found to send Canadian university students abroad to gain an international perspective.

The data in this report demonstrate that more and more Canadians are traveling south of the border for their university education. While the numbers of students studying in the United States are by far the largest, it is not clear whether this is in fact part of an overall trend of greater student outflow from Canada, or rather an indication that having a common language and geographic proximity make the "international experience" available in the U.S. more attractive than ever before. The data on outgoing students is still less readily available than data on incoming students who need visas.

It would be valuable to determine some of the causes of these rising numbers, and to analyze which universities and colleges in the United States are prime choices for Canadians. Is their exodus a vote of non-confidence in the continuously underfunded Canadian universities, where the number of students in each class is growing and where buildings and library holdings are under serious stress from financial constraints?

Whatever the reason for the increasing number of students going to the United States, there is no doubt that in general we are likely to see more Canadian universities emphasize a period of study or work abroad as part of the university experience. Ways to accomplish this goal will be sought through bilateral and multilateral student exchange agreements and schemes which focus on educa-

Continued...

Student Mobility: The View From Canada

Continued

tional quality control (for easy recognition of credits) and reductions or removal of differential fees (for equitable access for a larger number of students). The battle is already on to gain federal government support for one such program recently proposed by the Association of Universities and Colleges of Canada, under the title Canadian Program for International Academic Mobility (CAPIAM). This program would have a regional focus with priority areas being North America, countries of the European Union and the Asia Pacific.

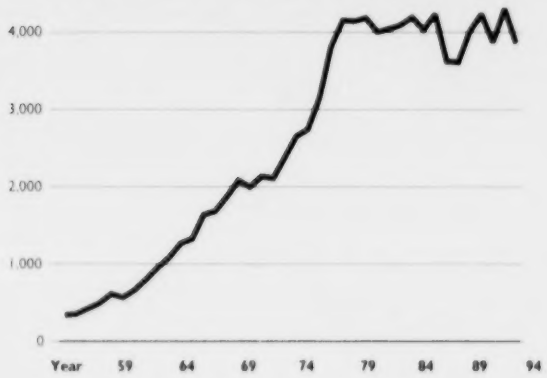
Canadian universities are obviously committed to having Canada remain both a major sending country and an important host to students from abroad.

Eva Egron-Polak is Vice President, International Relations and Programs, of the Association of Universities and Colleges of Canada. She is one of Canada's representatives to UNESCO's Centre for Higher Education, a member of a small advisory group on a HRD project in Southeast Asia and member of the management board of the Canadian Information Centre for International Credentials.

2.n

OCEANIA ENROLLMENTS SINCE 1954

Due to declining enrollments from New Zealand and Micronesia, the Oceanian total is down 10%.

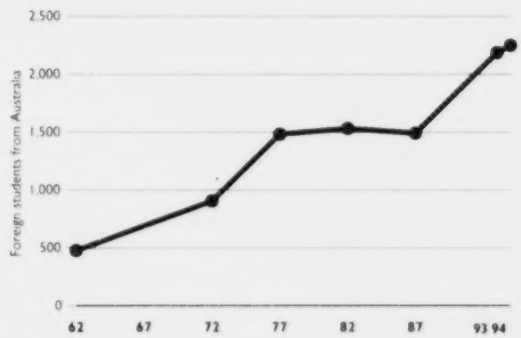


2.o

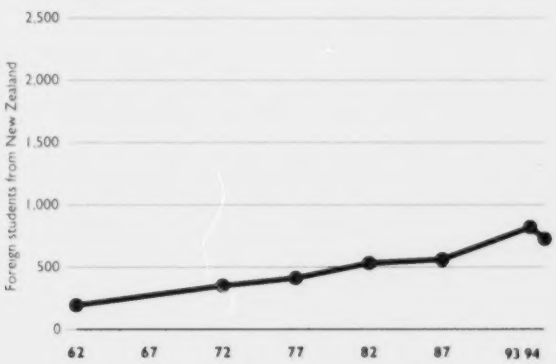
LEADING PLACES OF ORIGIN WITHIN OCEANIA

Australian enrollments are up 3%.

AUSTRALIA



NEW ZEALAND



OCEANIA

- Oceanian students, that is, students from Australia, New Zealand, the Federated States of Micronesia and other Pacific Islands, comprise the smallest regional group. Their enrollment in U.S. institutions of higher education totals 3,860 this year, down 10% from 1992/93. The decline in Oceanian enrollments in the U.S. is due primarily to a falling off in the number of students from New Zealand and Micronesia. Students from New Zealand now number 724 or 11% fewer than in 1992/93. Miconesians dropped by 18% to 589. Australians, the most numerous group among Oceanian students, number 2,249, up 2.9% from 1992/93.

Student Flows: The Perspective From Australia

Dorothy M. Davis

IDP Education Australia

In 1993 there were 63,013 international students studying in Australia, an increase of 20% over the previous year. 42,666 were in higher education, constituting 7.4% of the total higher education population.

Of these:

- 10% were sponsored by the Australian Government.
- 20% were enrolled in postgraduate courses.
- 86% were from the Asia Pacific Region.
- 2% were from the United States.

The most popular disciplines were:

- business/administration/economics, 49%.
- science/engineering, 24%.
- humanities/social science, 10%.

Student mobility patterns are changing in the Asia Pacific region. Sending countries such as Singapore and Malaysia are becoming hosts to increasing numbers of international students. Australian students are seeking wider opportunities for study overseas, and a significant increase in the mobility of students and faculty has been generated by the new program called University Mobility in Asia and the Pacific (UMAP), an initiative of the Australian universities supported by the government and universities of some 20 countries in the region. The Australian government has recently established the Australian International Education Foundation to increase awareness of educational opportunities in Australia.

Continued...

Student Flows: The Perspective From Australia

...Continued

The emergence of twinning programs, in which the initial years of a degree course are undertaken in a student's home country and the remainder in an Australian university, and distance education programs using electronic support networks may change the nature of student mobility in the international sense. They will, however, extend the range of opportunities to a wider audience.

There has been an increase in the interest of American universities and colleges in including Australia in their study abroad programs, as well as of individual students in undertaking Australian degree studies. In 1993 there were 1,517 U.S. students in Australia (831 in higher education), an increase of 62% over 1992. An Australian Education Office has been established in Washington to foster this interest.

Notwithstanding an increase in the flow of Australian students to destinations other than the traditional ones of Europe and North America, the interest in undergraduate and postgraduate study in the United States is likely to be maintained at the present level (2,249 in 1993/94, an increase of 2.9% over 1992/93). Beneficial factors include the increase in the number of exchange agreements being negotiated between U.S. and Australian universities, and the interest generated by the presence of more U.S. students in Australian universities.

Dorothy Davis holds the position of Director, International Students Division, of IDP Education Australia, Australia's independent international education organization.

A significant increase in the mobility of students and faculty has been generated by the new program called University Mobility in Asia and the Pacific.

3

Foreign Student Enrollments by Country

COUNTRIES

- Nine of the top ten sending countries are Asian countries which have developed or are developing globally competitive industrial infrastructures. Collectively these countries account for over 240,000 students or 53% of our total foreign student enrollment. For the first time in several years, however, the rate of growth for some of these counties is below the world mean and for some there has been an actual decline in student enrollments.
- With a total enrollment of 62,442, up 7.6% from the preceding year, Europeans account for an increasingly large proportion of the overseas student population. The majority (79%) are from Western Europe yet a rapidly expanding proportion originate in Eastern Europe. Enrollments from Eastern Europe number 12,929 this year, an increase of 31.9% from the previous year.
- With the exception of Turkey and several smaller Gulf states, which posted a 10% increase, enrollment rates among the Muslim countries of North Africa and the Middle East have declined sharply this year. This is in keeping with a trend observed since 1980/81.
- Overall enrollments of students from Sub-Saharan Africa have remained flat this year. Sub-Saharan Africa accounts for 11,128 students. Large percentage increases in student sending among several African countries actually reflect very small increases in total student enrollments.
- In the Western Hemisphere the largest number of student enrollments come from Canada and Mexico, followed by Brazil, Venezuela and Colombia. Collectively Canada and Mexico account for 44% of foreign student enrollments from the Western Hemisphere.

3.0

FOREIGN STUDENT TOTALS BY PLACES OF ORIGIN, 1992/93 & 1993/94

Place of Origin	1992/93	1993/94	% Change
■ AFRICA	**20,518**	**20,569**	**0.2**
Eastern Africa	**6,949**	**7,093**	**2.1**
Kenya	2,345	2,399	2.3
Ethiopia	1,493	1,510	1.1
Tanzania	576	667	15.8
Zimbabwe	620	640	3.2
Uganda	531	560	5.5
Zambia	372	356	-4.3
Malawi	259	265	2.3
Mauritius	189	164	-13.2
Somalia	184	136	-26.1
Rwanda	111	100	-9.9
Madagascar	76	90	18.4
Mozambique	54	74	37.0
Burundi	75	73	-2.7
Djibouti	21	23	9.5
Seychelles	25	21	-16.0
Comoros	13	7	-46.2
Eritrea	—	2	—
Reunion Island	0	1	—
East Africa, Unspecified	0	2	—
Central Africa	**1,472**	**1,472**	**0.0**
Cameroon	833	832	-0.1
Zaire	400	371	-7.3
Angola	64	81	26.6
Gabon	57	77	35.1
Congo	30	35	16.7
Chad	37	27	-27.0
Central African Rep	23	26	13.0
Equatorial Guinea	12	13	8.3
Sao Tome & Principe	12	8	-33.3
Central Africa, Unspec	1	1	0.0
North Africa	**3,731**	**3,614**	**-3.1**
Egypt	1,555	1,537	-1.2
Morocco	941	946	0.5
Sudan	472	485	2.8
Tunisia	391	328	-16.1
Algeria	272	245	-9.9
Libya	93	69	-25.8
Canary Islands	3	1	-66.7
Western Sahara	3	1	-66.7
Southern Africa	**2,563**	**2,563**	**0.0**
South Africa	1,858	1,853	-0.3
Botswana	321	336	4.7
Swaziland	163	180	10.4
Namibia	161	117	-27.3
Lesotho	59	76	28.8
Western Africa	**5,796**	**5,804**	**0.1**
Nigeria	2,490	2,285	-8.2
Ghana	1,046	1,113	6.4
Liberia	451	383	-15.1
Senegal	309	373	20.7
Cote D'Ivoire	361	372	3.0
Gambia	255	320	25.5
Sierra Leone	328	318	-3.0
Mali	112	149	33.0
Togo	100	122	22.0
Cape Verde	84	87	3.6
Guinea	64	63	-1.6
Niger	57	60	5.3
Benin	43	54	25.6
Burkina Faso	40	41	2.5
Mauritania	32	36	12.5
Guinea-Bissau	9	16	77.8
Saint Helena	1	0	-100.0
West Africa, Unspec	9	7	-22.2
Africa, Unspecified	7	21	200.0
■ ASIA	**260,669**	**264,693**	**1.5**
East Asia	**168,410**	**171,279**	**1.7**
China	45,126	44,381	-1.7
Japan	42,843	43,770	2.2
Taiwan	37,432	37,581	0.4
Korea, Rep of	28,519	31,076	9.0
Hong Kong	14,018	13,752	-1.9
Macao	330	370	12.1
Korea, Dem People's Rep	61	72	18.0
Mongolia	15	22	46.7
East Asia, Unspecified	62	254	309.7
So/Cntrl Asia	**50,425**	**48,941**	**-2.9**
India	35,946	34,796	-3.2
Pakistan	8,017	7,299	-9.0
Bangladesh	2,933	3,236	10.3

3.0 (cont.)

FOREIGN STUDENT TOTALS BY PLACES OF ORIGIN, 1992/93 & 1993/94

Place of Origin	1992/93	1993/94	% Change
Sri Lanka	2,267	2,201	-2.9
Nepal	1,059	1,166	10.1
Afghanistan	110	103	-6.4
Uzbekistan	25	41	64.0
Kazakhstan	22	40	81.8
Kyrgyzstan	1	22	2100.0
Bhutan	20	16	-20.0
Tajikistan	17	14	-17.6
Maldives	3	2	-33.3
Turkmenistan	1	2	100.0
So/Cntrl Asia, Unspec	1	0	-100.0
Southeast Asia	**41,830**	**44,461**	**6.3**
Malaysia	12,655	13,718	8.4
Indonesia	10,923	11,744	7.5
Thailand	8,630	9,537	10.5
Singapore	4,864	4,823	-0.8
Philippines	3,698	3,528	-4.6
Vietnam	447	507	13.4
Myanmar	397	398	0.3
Cambodia	84	74	-11.9
Laos	109	63	-42.2
Brunei	21	26	23.8
Southeast Asia, Unspec	0	40	—
■ EUROPE	**58,012**	**62,442**	**7.6**
Eastern Europe	**9,802**	**12,929**	**31.9**
Former USSR	2,527	3,091	22.3
Former Yugoslavia	1,638	1,739	6.2
Russia	654	1,582	141.9
Poland	1,382	1,424	3.0
Bulgaria	889	1,195	34.4
Romania	645	875	35.7
Hungary	764	867	13.5
Former Czechoslovakia	585	563	-3.8
Ukraine	125	313	150.4
Croatia	179	273	52.5
Latvia	79	114	44.3
Czech Republic	—	108	—
Lithuania	79	108	36.7
Estonia	71	106	49.3
Albania	23	90	291.3
Slovenia	35	90	157.1
Slovakia	1	79	7800.0
Bosnia & Herzegovina	29	79	172.4
Georgia	25	77	208.0
Armenia	21	42	100.0
Belarus	10	41	310.0
Azerbaijan	31	36	16.1
Moldova	7	16	128.6
Eastern Europe, Unspecified	0	15	—
Western Europe	**48,210**	**49,496**	**2.7**
Germany	7,877	8,508	8.0
United Kingdom	7,628	7,828	2.6
France	5,663	5,976	5.5
Spain	5,157	5,246	1.7
Greece	4,346	4,144	-4.6
Sweden	2,813	3,226	14.7
Italy	2,618	2,569	-1.9
Norway	2,415	2,473	2.4
Netherlands	1,965	1,887	-4.0
Switzerland	1,401	1,575	12.4
Denmark	945	984	4.1
Ireland	1,108	931	-16.0
Finland	977	922	-5.6
Belgium	871	882	1.3
Austria	784	832	6.1
Portugal	757	720	-4.9
Iceland	736	627	-14.8
Malta	46	63	37.0
Luxembourg	53	55	3.8
Monaco	28	21	-25.0
Andorra	10	9	-10.0
Liechtenstein	2	9	350.0
Gibraltar	1	4	300.0
San Marino	4	0	-100.0
Europe, Unspecified	0	16	—
■ LATIN AMERICA	**43,253**	**45,246**	**4.6**
Caribbean	**10,268**	**10,672**	**3.9**
Jamaica	2,630	2,998	14.0
Trinidad & Tobago	1,965	1,855	-5.6
Bahamas	1,889	1,808	-4.3
Dominican Republic	835	1,045	25.2
Haiti	830	768	-7.5
Barbados	439	461	4.9
Netherlands Antilles	545	407	-25.3

3.0 (cont.)

FOREIGN STUDENT TOTALS BY PLACE OF ORIGIN, 1992/93 & 1993/94

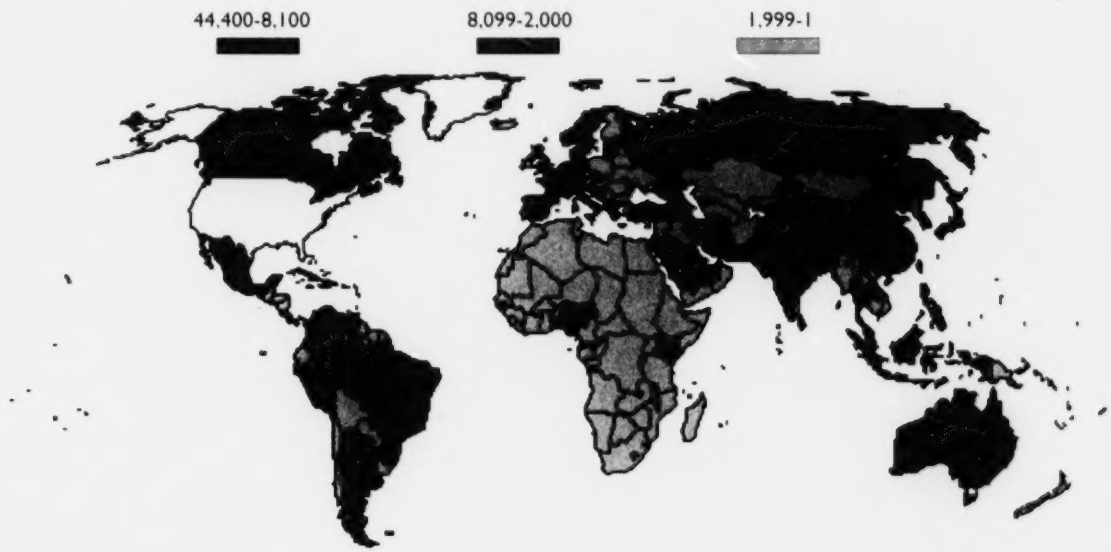
Place of Origin	1992/93	1993/94	% Change
Antigua	181	226	25.0
Grenada	130	151	15.7
Dominica	91	142	56.0
St. Kitts-Nevis	83	136	63.6
St. Lucia	104	114	9.9
Cayman Islands	104	109	4.8
Cuba	79	87	10.8
St. Vincent	65	77	18.1
British Virgin Islands	89	68	-23.0
Aruba	32	33	3.1
Montserrat	19	13	-32.2
Anguilla	7	10	42.9
Martinique	11	9	-16.1
Guadeloupe	7	7	0
Turks & Caicos Islands	13	6	-56.3
Windward Islands	4	3	-25.0
Leeward Islands	4	0	-100.0
Caribbean, Unspecified	105	132	25.7
Cent Am/Mexico	**13,457**	**13,866**	**3.0**
Mexico	7,581	8,021	5.8
Panama	1,651	1,545	-6.4
Honduras	1,029	962	-6.5
Costa Rica	892	885	-0.8
El Salvador	753	872	15.8
Guatemala	739	708	-4.2
Nicaragua	537	564	5.0
Belize	273	307	12.5
South America	**19,527**	**20,708**	**6.0**
Brazil	4,537	4,977	9.7
Venezuela	3,435	3,742	8.9
Colombia	2,849	3,077	8.0
Peru	2,562	2,587	1.0
Argentina	2,017	2,036	0.9
Ecuador	1,161	1,356	16.8
Chile	984	940	-4.5
Bolivia	794	816	2.8
Guyana	464	415	-10.6
Paraguay	273	290	6.2
Uruguay	268	272	1.5
Suriname	173	151	-12.7
Falkland Islands	0	42	—
French Guiana	4	2	-50.0
South America, Unspec.	2	2	0.0

Place of Origin	1992/93	1993/94	% Change
■ MIDDLE EAST	**30,241**	**29,509**	**-2.4**
Turkey	4,978	5,474	10.0
Saudi Arabia	3,752	3,721	-0.8
Iran	4,087	3,621	-11.4
Israel	3,013	2,913	-3.3
Jordan	3,264	2,826	-13.4
Kuwait	2,158	2,556	18.4
Lebanon	2,538	2,165	-14.7
Cyprus	1,759	1,798	2.2
UAE	1,710	1,670	-2.3
Syria	949	761	-19.8
Oman	507	532	4.9
Qatar	443	432	-2.5
Yemen	465	427	-8.2
Bahrain	291	330	13.4
Iraq	322	274	-14.9
Mideast, Unspecified	0	4	—
■ NO AMERICA	**21,552**	**23,288**	**8.1**
Canada	20,968	22,655	8.0
Bermuda	584	632	8.2
■ OCEANIA	**4,295**	**3,857**	**-10.2**
Australia	2,185	2,249	2.9
New Zealand	818	724	-11.5
Micronesia, Fed States	720	589	-18.2
Fiji	154	75	-51.3
Palau	9	56	522.2
Western Samoa	141	49	-65.2
Tonga	159	39	-75.5
Papua New Guinea	19	25	31.6
French Polynesia	64	21	-67.2
Marshall Islands	4	6	50.0
Vanuatu	—	4	—
Cook Islands	2	3	50.0
New Caledonia	1	3	200.0
Niue	7	3	-57.1
Kiribati	1	2	100.0
Solomon Islands	5	2	-60.0
Tuvalu	1	2	100.0
Wallis & Futuna Islands	1	—	-100.0
Stateless	**81**	**100**	**23.5**
WORLD TOTAL	**438,618**	**449,749**	**2.5**

3.a

WHERE THE STUDENTS COME FROM, 1993/94

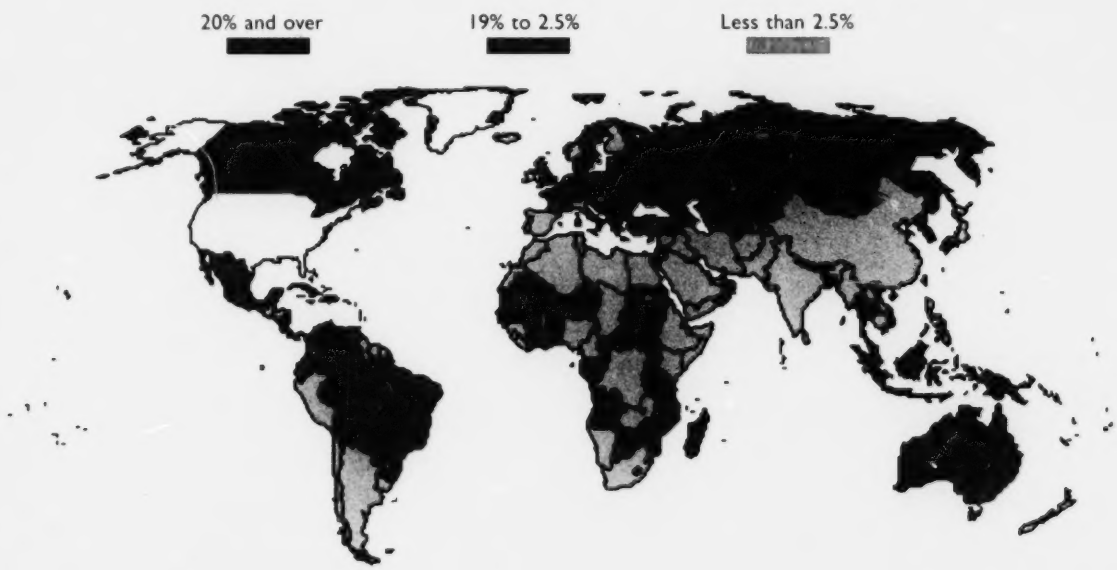
China and other East Asian countries continue to send the largest number of students, but Canada and Germany are also major sending nations.



3.b

PERCENTAGE CHANGE IN FOREIGN STUDENT ENROLLMENT, 1992/93 - 1993/94

The percentage increase in students from Russia (up 142%) and other countries of the former U.S.S.R. has been dramatic in the past year. Numbers from Eastern Europe are also growing, up 31.9% from the previous year.



Over the last 30 years, the number of foreign students studying in America has increased substantially. Looking at the top sending countries over that time period provides insight into shifting patterns in world development and changes in political alliances.

3.1

TOP 15 COUNTRIES IN SELECTED YEARS, 1962/63 - 1993/94

1962/63

Locality	Foreign Students	% of Total
Canada	7,004	0.8
India	6,152	9.5
Taiwan	5,526	8.5
Japan	2,934	4.5
Iran	2,824	4.4
Korea, Rep of	2,233	3.5
Philippines	2,025	3.1
Hong Kong	1,695	2.6
Cuba	1,515	2.3
Greece	1,432	2.2
United Kingdom	1,432	2.2
Israel	1,208	1.9
Mexico	1,189	1.8
Egypt	1,136	1.8
Thailand	1,098	1.7
TOTAL	**39,403**	**60.8**

1972/73

Locality	Foreign Students	% of Total
India	10,656	7.3
Hong Kong	10,298	7.0
Canada	9,679	6.6
Taiwan	9,633	6.6
Iran	7,838	5.4
Cuba	6,859	4.7
Thailand	5,759	3.9
Japan	4,653	3.2
Nigeria	4,092	2.8
Korea, Rep of	3,730	2.6
United Kingdom	3,624	2.5
Mexico	3,054	2.1
Pakistan	2,690	1.8
Philippines	2,586	1.8
Israel	2,113	1.4
TOTAL	**87,264**	**59.7**

1982/83

Locality	Foreign Students	% of Total
Iran	26,760	7.9
Taiwan	20,770	6.2
Nigeria	20,710	6.1
Venezuela	15,490	4.6
Malaysia	14,070	4.2
Canada	14,020	4.2
Japan	13,610	4.0
India	12,890	3.8
Korea, Rep of	11,360	3.4
Saudi Arabia	9,250	2.7
Hong Kong	8,610	2.6
Mexico	7,260	2.2
Lebanon	7,110	2.1
Jordan	6,820	2.0
Thailand	6,800	2.0
TOTAL	**195,530**	**57.9**

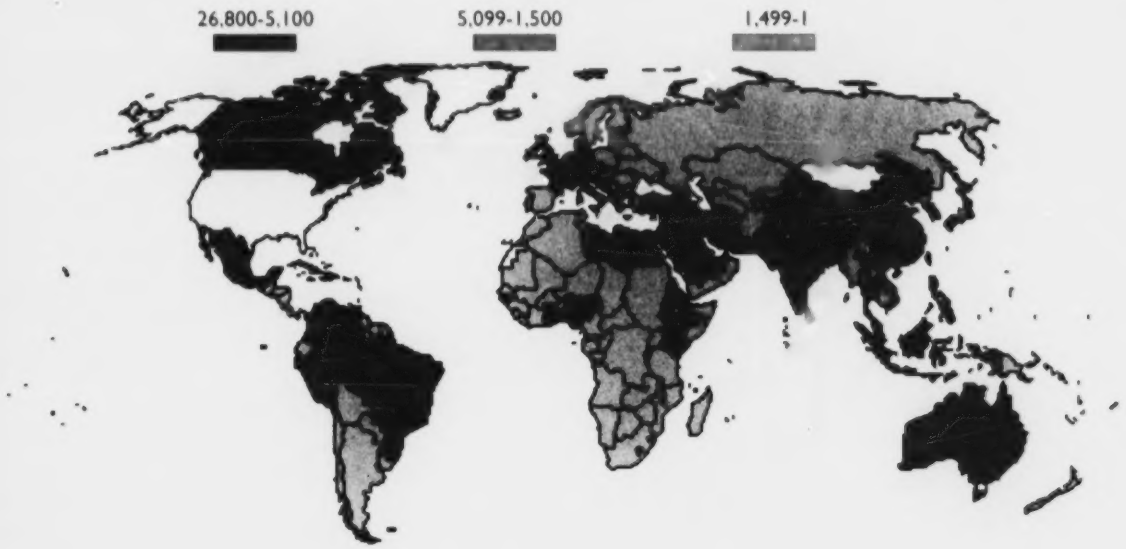
1993/94

Locality	Foreign Students	% of Total
China	44,380	9.9
Japan	43,770	9.7
Taiwan	37,580	8.4
India	34,800	7.7
Korea, Rep of	31,080	6.9
Canada	22,660	5.0
Hong Kong	13,750	3.1
Malaysia	13,720	3.1
Indonesia	11,740	2.6
Thailand	9,540	2.1
Germany	8,510	1.9
Mexico	8,020	1.8
United Kingdom	7,830	1.7
Pakistan	7,300	1.6
France	5,980	1.3
TOTAL	**300,660**	**66.9**

3.c

WHERE STUDENTS COMING TO THE U.S. ORIGINATED, 1982/83

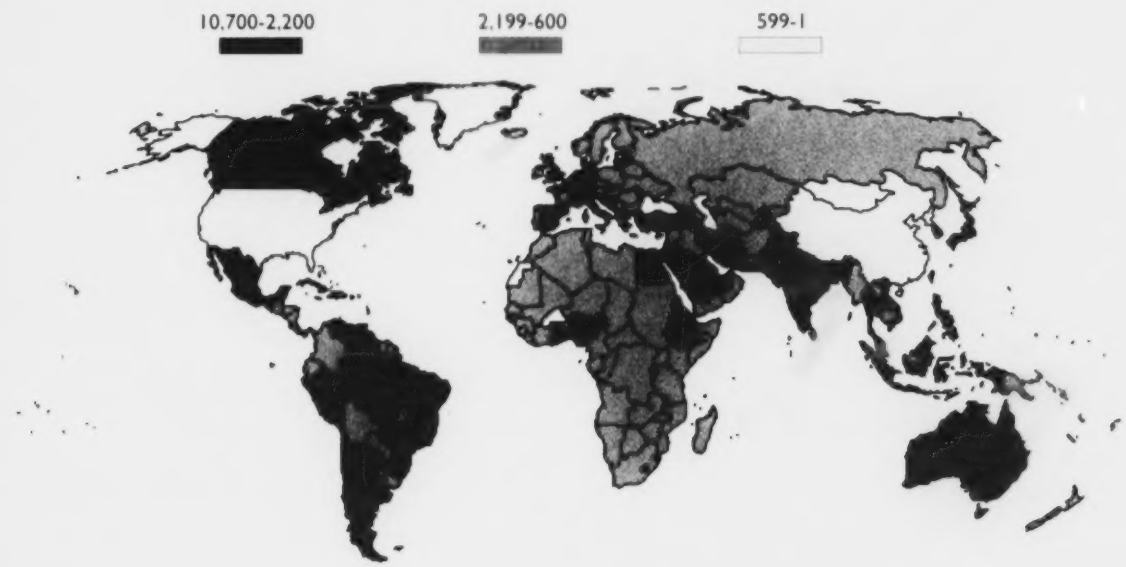
The number of students from China and Southeast Asia increased dramatically in this decade.



3.d

WHERE STUDENTS COMING TO THE U.S. ORIGINATED, 1972/73

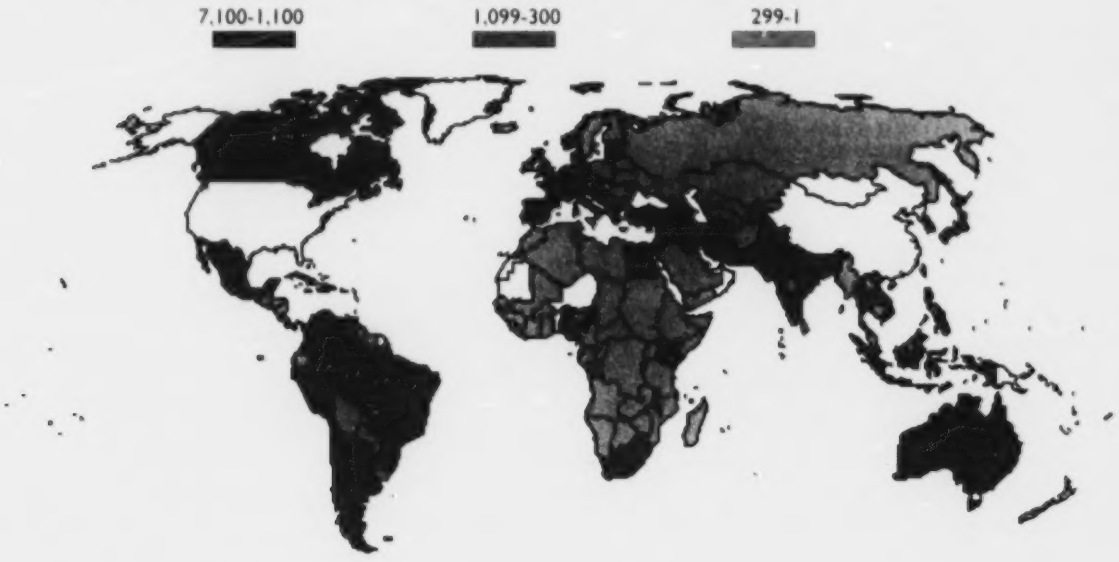
Canada, Mexico, India and Iran were major sending countries, and fewer students arrived from Southeast Asia.



3.e

WHERE STUDENTS COMING TO THE U.S. ORIGINATED, 1962/63

Strong flows of students from South Africa, Nigeria and Kenya would moderate by 1972.



4

Undergraduate and Graduate Distributions By Country

ACADEMIC LEVEL

- There is considerable variability among world regions and individual countries in the academic level of students sent to the United States for higher education. Since graduate education represents the highest level of academic preparation and undergraduate education represents an entry point into the higher education system, the goals and preparation level of foreign students are crucial in determining the relative participation rates of particular countries. The apparently complex pattern of enrollment by level is clearly related to the development of the home country's tertiary system of education as well as the perceived usefulness of a U.S. graduate degree in the home country.

- While undergraduates greatly outnumber graduate students among most regional groups, this is not the case with students from Asia, the majority of whom (50.5%) are enrolled at the graduate level. Students from several of the leading places of origin within East Asia are predominantly graduate: 81.9% of those from China and 65.5% of those from Taiwan are studying at the graduate level. However, among students from Japan only 17.7% are graduate-level students and almost 10% are nondegree, practical training or English language students.

- Latin America is the world region sending the highest proportion of undergraduates (62.5%) to the United States. Students from the Caribbean are overwhelmingly undergraduate with 78.1% in these programs. Compared to other subregions of Latin America, the proportion of South Americans coming to the United States as undergraduates is relatively small. The proportions of Argentinians (40.6%) and of Brazilians (46.9%) at the undergraduate level are particularly low.

4.0

REGIONS AND LEADING PLACES OF ORIGIN BY ACADEMIC LEVEL, 1993/94

Region/ Locality	% Under-Graduate	% Graduate	% Other	Total
AFRICA	**56.4**	**39.0**	**4.6**	**20,569**
North Africa	**42.2**	**51.0**	**6.8**	**3,614**
Egypt	31.1	61.8	7.1	1,537
Morocco	63.5	28.8	7.8	946
Sudan	44.9	51.3	3.8	485
Tunisia	28.8	65.8	5.4	328
Algeria	36.5	53.8	9.6	245
Sub-Saharan Africa	**59.5**	**36.4**	**4.1**	**16,932**
Kenya	66.4	30.9	2.7	2,399
Nigeria	56.7	38.3	5.0	2,285
South Africa	51.3	45.4	3.3	1,853
Egypt	31.1	61.8	7.1	1,537
Ethiopia	68.7	27.8	3.6	1,510
ASIA	**43.9**	**50.5**	**5.6**	**264,693**
East Asia	**42.8**	**50.8**	**6.4**	**171,279**
China	14.2	81.9	3.9	44,381
Japan	73.0	17.7	9.3	43,770
Taiwan	29.4	65.5	5.0	37,581
Korea, Republic of	40.3	50.8	8.9	31,076
Hong Kong	75.8	20.6	3.6	13,752
South & Central Asia	**29.3**	**66.7**	**4.0**	**48,941**
India	16.5	79.1	4.3	34,796
Pakistan	60.1	36.4	3.5	7,299
Bangladesh	60.3	37.0	2.7	3,236
Sri Lanka	53.2	43.4	3.3	2,201
Nepal	70.2	27.2	2.6	1,166
Southeast Asia	**64.5**	**31.4**	**4.1**	**44,461**
Malaysia	82.3	15.1	2.6	13,718
Indonesia	68.0	28.9	3.1	11,744
Thailand	33.0	58.9	8.1	9,537
Singapore	75.1	22.1	2.8	4,823
Philippines	51.5	43.5	5.0	3,528
EUROPE	**50.5**	**40.3**	**9.2**	**62,442**
Eastern Europe	**48.7**	**45.0**	**6.3**	**12,929**
Former USSR	50.0	44.6	5.4	3,091
Former Yugoslavia	58.8	37.8	3.3	1,739
Russia	35.5	56.1	8.3	1,582
Poland	50.8	41.3	7.9	1,424
Bulgaria	53.9	41.8	4.3	1,195
Western Europe	**50.9**	**39.0**	**10.0**	**49,496**
Germany	38.4	48.9	12.7	8,508
United Kingdom	56.2	34.7	9.1	7,828
France	44.9	41.0	14.1	5,976
Spain	57.2	34.4	8.4	5,246
Greece	43.1	51.8	5.1	4,144
LATIN AMERICA	**62.5**	**30.**	**6.6**	**45,246**
Caribbean	**78.1**	**16.6**	**5.3**	**10,672**
Jamaica	72.6	17.4	10.0	2,998
Bahamas	87.9	10.7	1.4	1,808
Trinidad & Tobago	76.6	20.5	2.9	1,855
Dominican Republic	70.5	23.0	6.6	1,045
Haiti	84.2	10.1	5.6	768
Cent Am/Mexico	**64.4**	**30.6**	**5.0**	**13,866**
Mexico	58.3	35.6	6.1	8,021
Panama	82.5	14.1	3.4	1,545
Honduras	76.2	20.1	3.6	962
Costa Rica	53.1	43.8	3.1	885
El Salvador	78.1	18.0	4.0	872
South America	**52.9**	**38.8**	**8.3**	**20,708**
Brazil	46.9	47.1	5.9	4,977
Venezuela	54.	32.8	12.4	3,742
Colombia	50.8	35.5	13.6	3,077
Peru	63.4	31.5	5.1	2,587
Argentina	40.6	52.3	7.0	2,036
MIDEAST	**53.9**	**38.21**	**7.9**	**29,509**
Turkey	37.9	54.6	7.5	5,474
SaudiArabia	52.7	36.7	10.6	3,721
Iran	45.0	48.5	6.6	3,621
Israel	47.9	44.51	7.6	2,913
Jordan	56.4	38.3	5.3	2,826
NORTH AMERICA	**58.7**	**36.7**	**4.5**	**23,288**
Canada	58.0	37.3	4.6	22,655
Bermuda	82.5	16.5	1.0	632
OCEANIA	**55.9**	**38.7**	**5.4**	**3,857**
Australia	45.8	47.1	7.1	2,249
New Zealand	41.0	53.1	5.9	724
WORLD	**48.7**	**45.0**	**6.3**	**449,750**

4.a

THE LEVELS AT WHICH THEY STUDY, 1993/94

Most regions send mainly undergraduates to the United States, except Asia; the majority (50.5%) of students from Asia are enrolled in graduate programs.

Undergraduate: over 50%

Graduate: over 50%

African Graduates And Undergraduates

The majority of Africans studying in the United States do so at the undergraduate level. Most North Africans, however, are enrolled above the bachelor's degree level. Of the largest North African national groups, almost two-thirds of Tunisians (65.8%) are graduate students, as are a high proportion of Egyptians (61.8%) and Algerians (53.8%) and just over half of the Sudanese (51.3%). Students from Morocco and Libya are the exceptions, a majority enrolling in undergraduate degree programs.

Sub-Saharan Africans follow the overall African pattern more closely, with undergraduates greatly outnumbering graduate students, except for South Africans and Ghanians, among whom the graduate-to-undergraduate ratio is much closer. The proportion of Ethiopians who study at the undergraduate level is particularly high (68.7%), and so is that of Kenyans (66.4%). Among Nigerians, almost two-thirds are undergraduate students.

4.b

AFRICAN STUDENTS BY ACADEMIC LEVEL, 1993/94
While the majority of Africans studying in the United States are undergraduates, most students from North Africa are graduate students. The proportion of undergraduates-to-graduates is closest in Ghana and South Africa.

4.1

AFRICAN STUDENTS BY ACADEMIC LEVEL, 1993/94

Place of Origin	Under-graduate	Graduate	Other	Total[1]
AFRICA	**11,611**	**8,016**	**942**	**20,569**
Eastern Africa	**4,532**	**2,327**	**234**	**7,093**
Kenya	1,593	742	64	2,399
Ethiopia	1,037	419	54	1,510
Tanzania	422	223	22	667
Zimbabwe	414	215	10	640
Uganda	289	250	21	560
Zambia	253	98	5	356
Malawi	160	96	9	265
Mauritius	107	38	19	164
Somalia	78	53	5	136
Rwanda	51	45	4	100
Madagascar	41	48	1	90
Mozambique	15	47	12	74
Burundi	33	39	1	73
Djibouti	15	4	4	23
Seychelles	18	4	0	21
Comoros	7	0	0	7
Eritrea	2	0	0	2
Reunion Island	0	0	1	1
East Africa, Unspecified	0	0	1	2
Central Africa	**878**	**491**	**103**	**1,472**
Cameroon	509	261	63	832
Zaire	210	147	14	371
Angola	65	9	7	81
Gabon	45	24	7	77
Congo	13	15	7	35
Chad	11	16	0	27
Central African Republic	15	10	1	26
Equatorial Guinea	8	3	3	13
Sao Tome & Principe	4	3	1	8
Central Africa, Unspecified	0	1	0	1

Place of Origin	Under-graduate	Graduate	Other	Total[1]
North Africa	**1,525**	**1,842**	**247**	**3,614**
Egypt	479	950	109	1,537
Morocco	600	272	73	946
Sudan	218	249	18	485
Tunisia	94	216	18	328
Algeria	90	132	24	245
Libya	37	28	4	69
Canary Islands	1	0	0	1
Western Sahara	1	0	0	1
Southern Africa	**1,359**	**1,118**	**86**	**2,563**
South Africa	951	842	60	1,853
Botswana	198	127	11	336
Swaziland	94	76	10	180
Namibia	85	31	1	117
Lesotho	30	44	2	76
Southern Africa, Unspec	1	0	1	2
Western Africa	**3,301**	**2,231**	**272**	**5,804**
Nigeria	1,295	875	115	2,285
Ghana	557	506	50	1,113
Liberia	272	104	7	383
Senegal	240	114	19	373
Cote D'Ivoire	202	142	28	372
Gambia	264	42	14	320
Sierra Leone	208	103	7	318
Mali	61	82	5	149
Togo	53	65	4	122
Cape Verde	44	43	0	87
Guinea	23	35	5	63
Niger	22	36	1	60
Benin	14	37	4	54
Burkina Faso	9	27	5	41
Mauritania	15	15	6	36
Guinea-Bissau	7	5	4	16
West Africa, Unspec	7	0	0	7
Africa, Unspecified	1	20	0	21

[1] Due to rounding, individual columns may not add up exactly to the total listed.

Asian Graduates And Undergraduates

Differences in national patterns of sending by academic level are especially sharp in Asia. While undergraduates greatly outnumber graduate students among most regional groups, this is not the case with students from Asia, the majority of whom (50.5%) are enrolled at the graduate level.

Students from East Asia (50.8%) and from several of the leading senders within East Asia are predominantly graduate; 81.9% from China, 65.5% from Taiwan, and 50.8% from South Korea all study at the graduate level. Among students from Japan (17.7% graduate) and from Hong Kong (20.6% graduate), however, undergraduates greatly outnumber graduate students. The majority of students from South and Central Asia are graduate (66.7%), due in large part to the fact that 79.1% of the Indians, the largest group from this region, are studying at this level. Students from other countries within South and Central Asia are predominantly undergraduate. Southeast Asians are atypical of Asians overall in that they enroll in undergraduate programs (64.5%) considerably more often. Of the students from the leading countries within Southeast Asia, eight in ten of the Malaysians (82.3%) and nearly that proportion of students from Singapore (75.1%) are enrolled as undergraduates. Thais, however, do not follow the pattern of other Southeast Asians in that over half of them (58.9%) are enrolled in graduate schools.

4.2

ASIAN STUDENTS BY ACADEMIC LEVEL, 1993/94

Place of Origin	Undergraduate	Graduate	Other	Total
ASIA	**116,238**	**133,606**	**14,849**	**264,693**
East Asia	**73,330**	**86,938**	**11,011**	**171,279**
China	6,287	36,370	1,724	44,381
Japan	31,960	7,755	4,055	43,770
Taiwan	11,067	24,623	1,891	37,581
Korea, Republic of	12,521	15,785	2,770	31,076
Hong Kong	10,427	2,832	493	13,752
Macao	303	56	11	370
Korea, Dem. People's Republic	19	42	11	72
Mongolia	4	12	6	22
East Asia, Unspecified	11	238	6	255
South & Central Asia	**14,324**	**32,640**	**1,978**	**48,941**
India	5,756	27,533	1,508	34,796
Pakistan	4,390	2,657	253	7,299
Bangladesh	1,951	1,199	87	3,236
Sri Lanka	1,171	956	73	2,201
Nepal	818	317	31	1,166
Afghanistan	67	29	6	103
Uzbekistan	23	14	4	41
Kazakhstan	21	14	5	40
Kyrgyzstan	10	6	6	22
Bhutan	11	5	0	16
Tajikistan	1	6	6	14
Maldives	2	0	0	2
Turkmenistan	1	0	1	2
South & Central Asia, Unspec.	0	0	0	0
Southeast Asia	**28,667**	**13,953**	**1,841**	**44,461**
Malaysia	11,289	2,078	351	13,718
Indonesia	7,982	3,399	363	11,744
Thailand	3,147	5,621	769	9,537
Singapore	3,623	1,064	136	4,823
Philippines	1,817	1,534	178	3,528
Vietnam	343	138	27	507
Myanmar	238	138	22	398
Cambodia	51	16	7	74
Laos	54	7	1	63
Brunei	16	9	1	26
Southeast Asia, Unspecified	0	40	0	40

4.c

ASIAN STUDENTS BY ACADEMIC LEVEL, 1993/94

Most students from East Asian countries study at the graduate level with the exceptions of Japan (17.7% graduate) and Hong Kong (20.6% graduate).

European Graduates And Undergraduates

European students as a whole are fairly evenly divided between undergraduate (50.5%) and graduate (40.3%) programs in the United States.

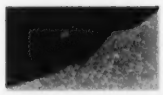
Among the leading Western European countries, the proportion of graduate students is highest among the Greeks (51.8%) and the Germans (48.9%), while students from Spain and the United Kingdom enroll predominantly as undergraduates (57.2% and 56.2%). Close to 45% of the students from France are enrolled as undergraduates.

Of the leading nations within Eastern Europe, Russians have the highest proportion of graduate students in this country (56.1%) and the former Yugoslavia the highest proportion of undergraduates (58.8%).

4.d

EUROPEAN STUDENTS BY ACADEMIC LEVEL, 1993/94

In Western Europe, the proportion of graduate students is highest among Greeks (51.8%); Spain (57.2%) and the United Kingdom (56.2%) send the most undergraduates. Among Eastern European countries, Russia sends the highest proportion of graduate students (56.1%) and the former Yugoslavia the most undergraduates (58.8%).



4.3 EUROPEAN STUDENTS BY ACADEMIC LEVEL, 1993/94

Place of Origin	Under-graduate	Graduate	Other	Total
EUROPE	**31,512**	**25,155**	**5,775**	**62,442**
Eastern Europe	**6,294**	**5,814**	**820**	**12,929**
Former USSR	1,544	1,380	167	3,091
Former Yugoslavia	1,023	658	58	1,739
Russia	562	888	132	1,582
Poland	724	588	113	1,424
Bulgaria	644	500	52	1,195
Romania	251	593	32	875
Hungary	441	358	69	867
Former Czechoslovakia	287	249	28	563
Ukraine	149	126	38	313
Croatia	173	85	15	273
Latvia	66	40	8	114
Czech Republic	65	37	6	108
Lithuania	55	38	14	108
Estonia	55	37	14	106
Albania	26	55	9	90
Slovenia	49	33	9	90
Slovakia	50	20	9	79
Bosnia & Herzegovina	58	19	3	79
Georgia	49	18	10	77
Armenia	5	34	4	42
Belarus	15	22	4	41
Azerbaijan	30	6	0	36
Moldova	2	11	2	16
Eastern Europe, Unspecified	6	9	0	15
Western Europe	**25,214**	**19,323**	**4,959**	**49,496**
Germany	3,270	4,157	1,081	8,508
United Kingdom	4,399	2,716	713	7,828
France	2,682	2,451	842	5,976
Spain	2,998	1,806	442	5,246
Greece	1,786	2,147	211	4,144
Sweden	2,572	457	197	3,226
Italy	1,054	1,208	307	2,569
Norway	1,735	599	139	2,473
Netherlands	966	717	204	1,887
Switzerland	771	545	259	1,575
Denmark	535	293	156	984
Ireland	421	437	73	931
Finland	527	304	91	922
Belgium	332	460	90	882
Austria	447	309	76	832
Portugal	356	341	24	720
Iceland	303	294	30	627
Malta	31	28	4	63
Luxembourg	29	21	5	55
Monaco	12	1	7	21
Andorra	3	3	2	9
Liechtenstein	8	1	0	9
Gibraltar	4	0	0	4
Europe, Unspecified	0	16	0	16

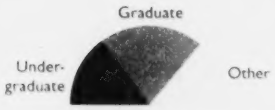
4.4

LATIN AMERICAN STUDENTS BY ACADEMIC LEVEL, 1993/94

Place of Origin	Under-graduate	Graduate	Other	Total
LATIN AMERICA	**28,278**	**13,994**	**2,975**	**45,246**
Caribbean	**8,336**	**1,775**	**561**	**10,672**
Jamaica	2,176	520	301	2,998
Trinidad & Tobago	1,421	380	54	1,855
Bahamas	1,589	193	26	1,808
Dominican Republic	736	240	69	1,045
Haiti	647	78	43	768
Barbados	354	89	18	461
Netherlands Antilles	317	74	16	407
Antigua	188	31	7	226
Grenada	121	25	5	151
Dominica	119	20	3	142
St. Kitts-Nevis	107	28	1	136
St. Lucia	88	26	0	114
Cayman Islands	104	5	0	109
Cuba	64	15	8	87
St. Vincent	66	9	1	77
British Virgin Islands	62	5	1	68
Aruba	29	1	2	33
Montserrat	6	7	0	13
Anguilla	4	4	1	10
Martinique	9	0	0	9
Guadeloupe	5	1	1	7
Turks & Caicos Islands	5	1	0	6
Windward Islands	2	1	0	3
Caribbean, Unspecified	110	22	0	132
Cent Am/Mexico	**8,927**	**4,241**	**698**	**13,866**
Mexico	4,677	2,855	489	8,021
Panama	1,274	219	52	1,545
Honduras	734	193	35	962
Costa Rica	470	388	27	885
El Salvador	681	157	35	872
Guatemala	495	181	32	708
Nicaragua	406	141	17	564
Belize	225	77	5	307
South America	**10,955**	**8,029**	**1,724**	**20,708**
Brazil	2,336	2,345	296	4,977
Venezuela	2,048	1,229	466	3,742
Colombia	1,565	1,093	419	3,077
Peru	1,640	815	132	2,587
Argentina	827	1,066	143	2,036
Ecuador	946	321	89	1,356
Chile	338	536	66	940
Bolivia	555	203	58	816
Guyana	278	123	15	415
Paraguay	175	100	15	290
Uruguay	135	126	10	272
Suriname	116	28	6	151
Falkland Islands	13	26	2	42
French Guiana	1	1	0	2
South America, Unspecified	2	0	0	2

4.e

LATIN AMERICAN STUDENTS BY ACADEMIC LEVEL, 1993/94
The proportion of undergraduates is high in all regions of Latin America. From Caribbean nations, 78.1% of students are undergraduates; from Central America, 64%; from South America, 52.9%. In contrast, 52.3% of Argentinians and 47.1% of Brazilians study at the graduate level.



Latin American Graduates And Undergraduates

Latin Americans constitute the highest proportion of undergraduates (62.5%) to the United States.

Students from the Caribbean underline the trend, with 78.1% in undergraduate programs. Among students from the Bahamas the figure is 87.9%, and for Haitians, 84.2%.

Nearly two-thirds of the students from Central America are enrolled as undergraduates, the proportion from Panama being the highest (82.5%). Costa Rica has the highest proportion in graduate programs at 43.8%, followed by Mexico with 35.6%.

Compared to other subregions of Latin America, the proportion of South Americans coming to the United States as undergraduates is relatively small (52.9%). The proportions of Argentinians (40.6%) and Brazilians (46.9%) at this level are particularly low, while Peru's share of undergraduates is highest at 63.4%.

Middle Eastern Graduates And Undergraduates

The majority of Middle Eastern students studying in the United States are undergraduates (54%).

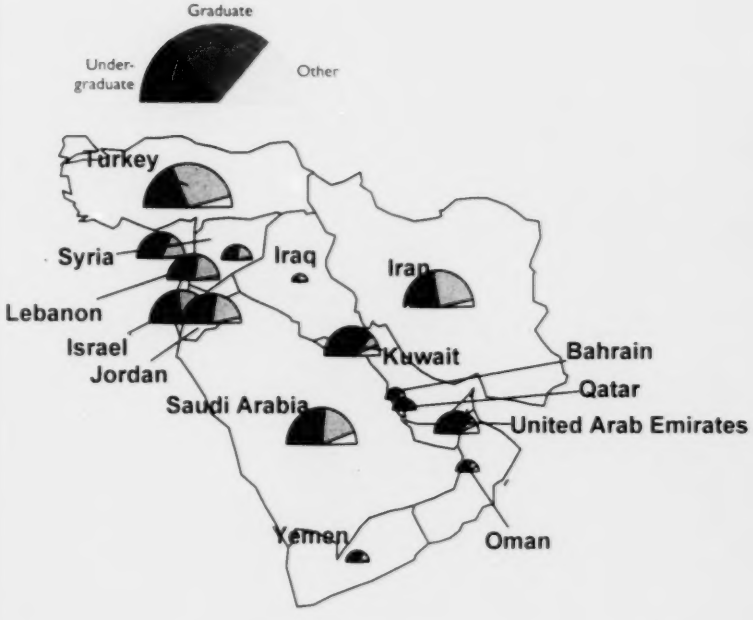
Among the leading places of origin in the Middle East, Saudi Arabia (52.7%) and Jordan (56.4%) have the highest proportion of students enrolled as undergraduates.

Turkey enrolls the highest proportion of students in graduate degree programs (55%).

Israeli and Iranian students are fairly evenly divided between undergraduate and graduate programs.

4.f

MIDDLE EASTERN STUDENTS BY ACADEMIC LEVEL, 1993/94
The UAE (75%), Saudi Arabia (53%) and Jordan (56%) had the highest proportions of students enrolled as undergraduates. Turkey runs counter to the regional trend with 55% graduate students.



4.5

MIDDLE EASTERN STUDENTS BY ACADEMIC LEVEL, 1993/94

Place of Origin	Under-graduate	Graduate	Other	Total
MIDDLE EAST	**15,901**	**11,287**	**2,321**	**29,509**
Turkey	2,072	2,989	412	5,474
Saudi Arabia	1,961	1,364	396	3,721
Iran	1,629	1,755	237	3,621
Israel	1,396	1,296	221	2,913
Jordan	1,593	1,083	150	2,826
Kuwait	1,929	319	309	2,556
Lebanon	1,214	841	110	2,165
Cyprus	1,165	573	60	1,798
United Arab Emirates	1,251	201	218	1,670
Syria	406	307	48	761
Oman	313	142	77	532
Qatar	333	82	17	432
Yemen	295	109	23	427
Bahrain	220	84	26	330
Iraq	93	170	11	274
Middle East, Unspecified	3	1	0	4

Quality And Availability

Why Foreign Students Attend U.S. Graduate Schools

JULES B. LAPIDUS
Council of Graduate Schools

THE number of foreign students coming to the United States for graduate study has increased steadily over the past 30 years. This increase has exhibited several characteristics: The countries of origin have varied in ways often related to local political and economic conditions, but during the last decade the principal sending countries have been China, Taiwan, India, and South Korea; the students have been predominantly male; the fields chosen for advanced study have been mainly engineering, the sciences, mathematics and business; and more than 50% of the students have been categorized as master's students. This last characteristic may be misleading since many students listed by universities as master's students are actually in the first part of their doctoral programs. This applies to most master's degrees in the physical, biological and social sciences, as well as in mathematics. It does not apply in business and engineering where the master's degree, viewed as a professional credential, is considered an end in itself rather than preparation for the Ph.D. The choice of fields may reflect the fact that the countries from which large numbers of students come have been developing science and technology, as well as industrial and business enterprises, related to American practices. Moreover, the educational infrastructure in these fields, particularly at the advanced level, already exists in the United States.

Graduate education in the United States, particularly in these fields, is considered to be of high quality and of great practical value in preparing people for careers. In addition, the U.S. system of higher education has enormous capacity, with approximately 1,200 colleges and universities offering some form of graduate education. This combination of quality and availability continues to make graduate education, particularly in the technical and business fields, a magnet for attracting students who wish to pursue careers in these fields.

Jules B. LaPidus is President of the Council of Graduate Schools.

4.6

NORTH AMERICAN STUDENTS BY ACADEMIC LEVEL, 1993/94

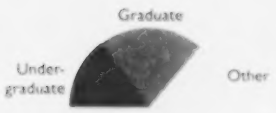
Place of Origin	Under-graduate	Graduate	Other	Total
NORTH AMERICA	**13,677**	**8,556**	**1,056**	**23,288**
Canada	13,149	8,455	1,050	22,655
Bermuda	521	105	6	632

North American Graduates And Undergraduates

Well over half (59%) of the North American (predominantly Canadian) students studying in the United States are enrolled as undergraduates.

4.g

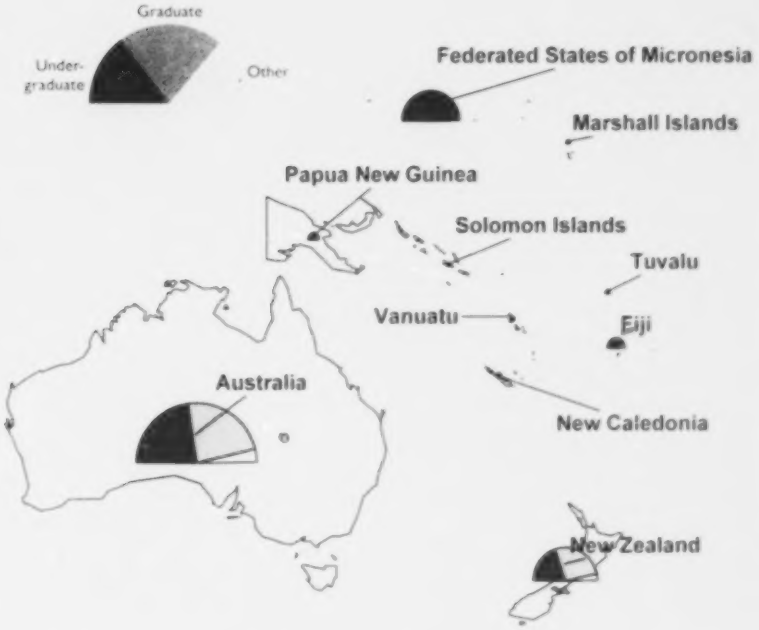
NORTH AMERICAN STUDENTS BY ACADEMIC LEVEL, 1993/94
Most Canadians who study in the United States enroll as undergraduates (58%), as do 82% of those from Bermuda.



4.b

OCEANIAN STUDENTS BY ACADEMIC LEVEL, 1993/94

Australian students are almost equally divided between undergraduate (46%) and graduate (47%); 53% of New Zealanders are graduate students.



Oceanian Graduates And Undergraduates

On average students from Oceania are more often undergraduate (56%) than graduate (39%). Australian students, however, are almost evenly divided between these two types of programs (46% undergraduate and 47% graduate). Graduate students from New Zealand (53%) outnumber the undergraduate (41%). Micronesian students are overwhelmingly undergraduates (97%).

4.7

OCEANIAN STUDENTS BY ACADEMIC LEVEL, 1993/94

Place of Origin	Undergraduate	Graduate	Other	Total
OCEANIA	**2,155**	**1,492**	**210**	**3,857**
Australia	1,030	1,060	159	2,249
New Zealand	297	385	43	724
Micronesia, Fed. States of	573	11	5	589
Fiji	58	17	0	75
Palau	53	4	0	56
Western Samoa	32	16	1	49
Tonga	38	0	1	39
Papua New Guinea	15	9	1	25
French Polynesia	19	2	0	21
Marshall Islands	6	0	0	6
Vanuatu	4	0	0	4
Cook Islands	1	2	0	3
New Caledonia	2	0	1	3
Niue	3	—	—	3
Kiribati	0	1	1	2
Solomon Islands	2	—	—	2
Tuvalu	2	—	—	2
Oceania, Unspecified	70	26	4	100
WORLD TOTAL	**219,242**	**202,318**	**28,190**	**449,749**

5

Understanding International Student Mobility

The "push" factors can be thought of as conditions of the sending country.... The "pull" factors are specific to a potential host country and serve to define the attractiveness of particular destinations.

PUSH/PULL

Over the past 20 years a series of studies has been conducted in the United States to determine the factors which account for international student mobility. To move beyond simple descriptive data and to understand the factors which may contribute to international student flows requires the development of conceptual models. The goal of these models (which incorporate social, economic, political and educational elements) is to shape public policy dialogue. Here the clear assumption is that there is a positive relationship between economic development and student exchange.

The most enduring of these efforts is the "Push-Pull" model of student mobility. The "push" factors can be thought of as conditions of the sending country. The "push" factors create a generalized interest in overseas education but do not give specific direction to individuals. The "pull" factors are specific to a potential host country and define the attractiveness of particular destinations. Specific "push" factors that affect the general sending level from a country may include trade relations, domestic opportunities for higher education, especially in science and technology; political uncertainty and cultural disposition. Factors that shape a preference for a particular host country ("pull") include assistance from the host, specific import/export relationships, past immigration patterns and the availability of support for education.

These models are useful for planning, forecasting and for national policy purposes. For example, national systems that provide opportunities for postsecondary study in science and technology may send relatively fewer students overseas in these areas than those nations that do not. Political factors contribute sharply to the sending rate of students overseas. Host or sending governments can create obstacles to study abroad or can facilitate such exchanges. Examples of such shaping acts might include agreements which define the equivalence of course work and degrees between countries or restrictive quota systems, especially in fields of study that are considered particularly sensitive.

...wealth is only partially related to student sending.

Collectively this body of work provides a macro context for understanding international student flow data. It reminds us that international student exchange is but one form of transnational exchange and that student flow occurs in an economic, political and social context. It is not really possible to understand the growing internationalization of higher education without reference to other more systemic changes occurring worldwide in the economic and political spheres. The purpose of this section is to stimulate awareness of the broader context in which international student mobility occurs. This section does not present a definitive account of the factors which underlie student mobility, but highlights some of the major factors.

Considering the "Push"

While the phenomena of student mobility is the result of literally hundreds of thousands of individual decisions, these individual choices occur within national contexts. The conditions of sending countries set up the circumstances which "push" individuals to seek educational opportunities abroad. This report has chosen two basic sending country conditions. First we report a gross measure of the wealth of the per capita income of sending country nationals; next we examine a measure which goes beyond wealth and gauges the extent to which a nation invests its resources in human development.

Real Gross Domestic Product per capita expressed in purchasing power parities (PPP)

This is a measure of the total output of an economy including goods and services divided by the population. Data for this measure is as of 1991. The figure is then expressed in U.S. dollars adjusted for comparative purchasing power by applying a conversion factor developed by the U.N. International Comparison Program (ICP). Source: World Development Report (World Bank) and Human Development Report (United Nations Development Programme – UNDP).

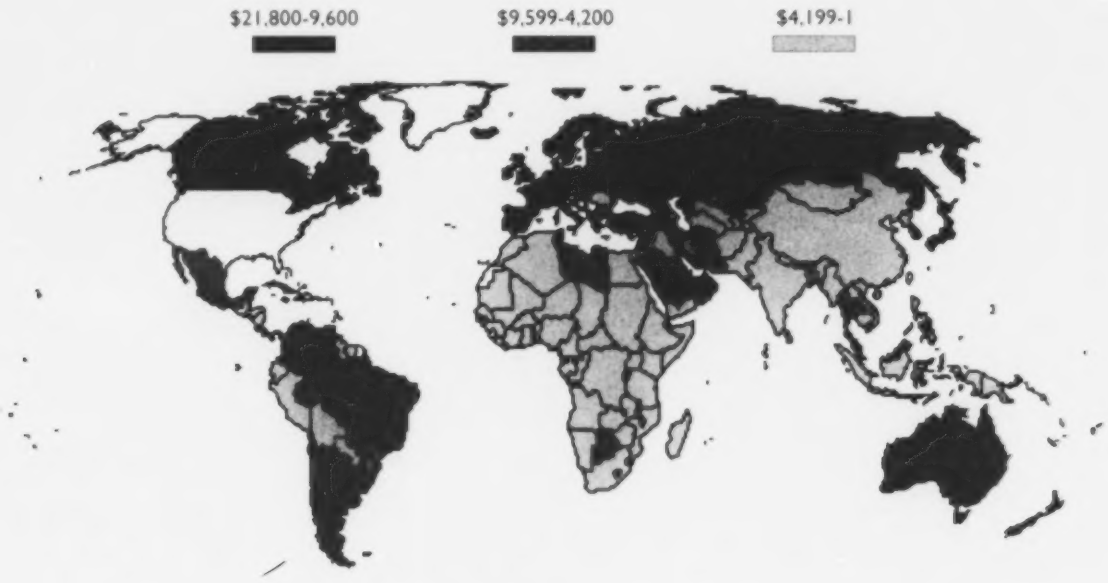
As the opposite figure indicates, wealth is only partially related to student sending. Clearly wealthy nations in Western Europe, Canada, Japan and Saudi Arabia do send many students to study in the United States. However, relatively poor nations such as China and India are also among the major sending nations.

Although the wealthiest nations of the world are important sending nations, the largest group of students has consistently come from the developing nations of the world. Unfortunately the least developed nations of Sub-Saharan Africa, Southeast Asia and the island states of Oceania have not participated to a significant degree. About two-thirds of the overseas students studying in this country are from developing nations.

5.a

GROSS DOMESTIC PRODUCT OF THE WORLD'S NATIONS, 1991

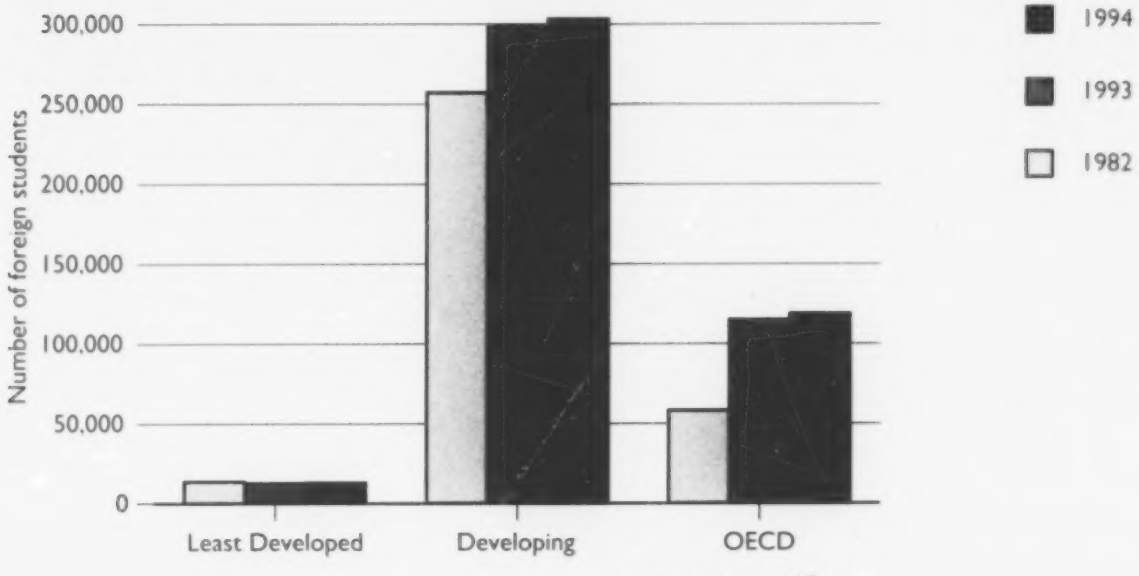
Wealth is only partially related to student flow. Wealthy nations in Western Europe, Canada, Japan and Saudi Arabia have many students studying in the United States, but relatively poor nations such as China and India are also among the leading nations of origin.



5.b

LEVEL OF DEVELOPMENT AND STUDENT FLOWS TO THE UNITED STATES, 1982 - 1994

Although the wealthiest nations of the world are important places of origin, the largest groups of students has consistently come from developing nations. Two-thirds of the overseas students studying in this country are from developing nations.



What Is the Human Development Index?

BECAUSE national progress tends otherwise to be measured by Gross Domestic Product (GNP) alone, many people have looked for a better, more comprehensive socioeconomic measure. The Human Development Index (HDI) is a contribution to this search. The HDI is a composite of three basic components of human development: longevity, knowledge and standard of living. Longevity is measured by life expectancy. Knowledge is measured by a combination of adult literacy (two-thirds weight) and mean years of schooling (one-third weight). Standard of living is measured by purchasing power, based on real GDP per capita adjusted for the local cost of living (purchasing power parity, or PPP).

The ideal would be to reflect all aspects of human experience. The lack of data imposes some limits on this, and more indicators could perhaps be added as the information becomes available. But more indicators would not necessarily be better. Some might overlap with existing indicators: infant mortality, for example, is already reflected in life expectancy. And adding more variables could confuse the picture and detract from the main trends.

The measuring rod for GNP is money. The breakthrough for the HDI, however, is to find a common measuring rod for the socioeconomic distance traveled. The HDI sets a minimum and a maximum for each dimension and then shows where each country stands in relation to these scales expressed as a value between 0 and 1. Since the minimum adult literacy rate is 0% and the maximum is 100%, the literacy component of knowledge for a country where the literacy rate is 75% would be 0.75. Similarly, the minimum for life expectancy is 25 years and the maximum 85 years, so the longevity component for a country where life expectancy is 55 years would be 0.5. For income the minimum is $200 (PPP) and the maximum is $40,000 (PPP). Income above the average world income is adjusted using a progressively higher discount rate. The scores for the three dimensions are then averaged in an overall index.

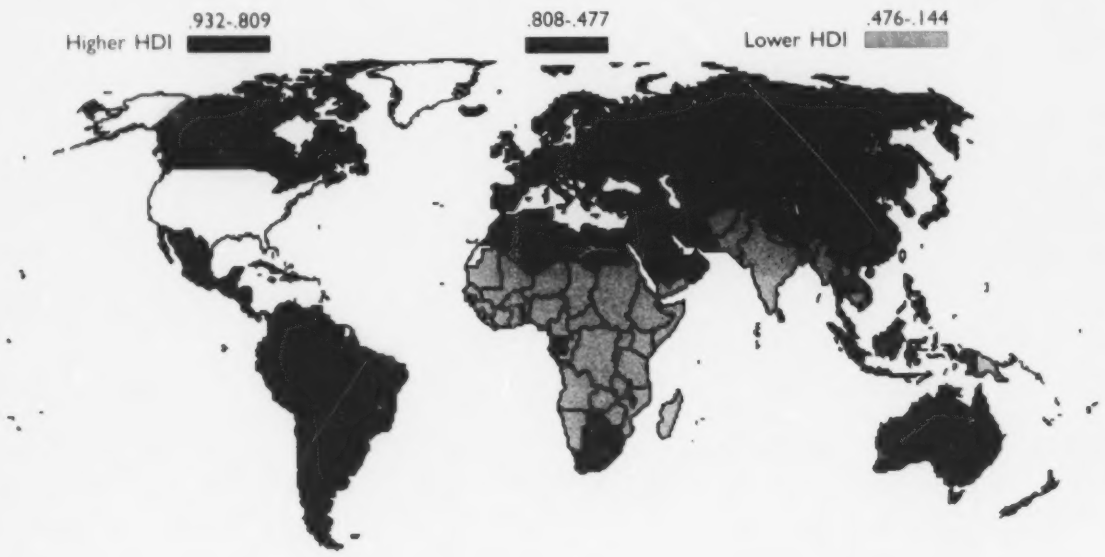
The HDI offers an alternative to GNP for measuring the relative socioeconomic progress of nations. It enables people and their governments to evaluate progress over time and to determine priorities for policy intervention. It also permits instructive comparisons of the experiences in different countries.

Source: United Nations Development Programme (1994), Human Development Report, Oxford University Press, Oxford.

5.c

THE HUMAN DEVELOPMENT INDEX OF THE WORLD'S NATIONS, 1994

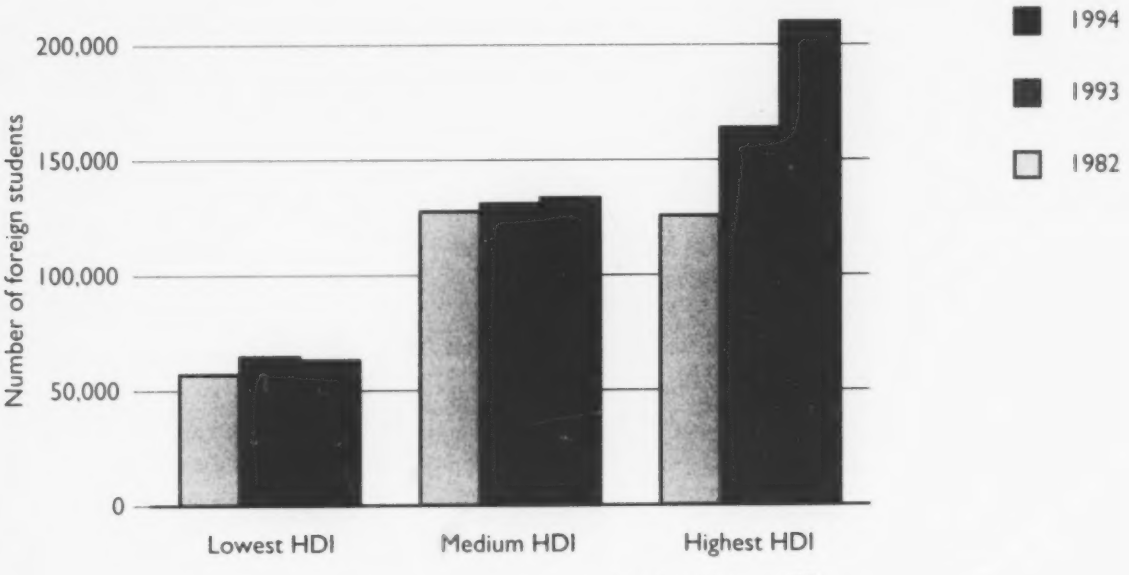
Generally nations that have a high HDI have many students studying in the United States(i.e. Japan, Rep. of Korea, Canada). Countries in the middle HDI range (Mexico, China, Malaysia) are also leading places of origin.



5.d

THE HUMAN DEVELOPMENT INDEX AND NUMBER OF STUDENTS IN THE UNITED STATES, 1982 - 1994

Those nations with the highest HDI have an increasing proportion of their students study in the United States.



5.e

UNITED STATES EXPORTS TO THE REST OF THE WORLD, 1991[1]

The United States has strong export relations with most of the countries from which the largest numbers of overseas students come.

Statistical Abstracts of the United States, United States Bureau of the Census, 1992.

Human Development Index (HDI)

The HDI was created by the United Nations Development Programme and reported in the well-respected Human Development Report. Broadly this is a measure that goes beyond the raw wealth of a nation to describe the manner in which a nation uses its resources. Nations with high HDI are those that invest in social and educational infrastructure rather than concentrating on military investments or exclusively on huge industrial projects. National wealth is a necessary and integral component in the HDI but not in itself sufficient. The manner in which nations choose to utilize their resources is also significant.

Generally, nations that have a high HDI have large numbers of students in the United States. This includes many western European countries, Japan, the Republic of Korea and Canada. Similarly, several strong sending nations are among those in the middle range of the HDI such as Mexico, China, Thailand and Malaysia. Also of interest are the nations that appear as exceptions such as India and the countries in North Africa and the Middle East.

Two patterns are especially striking. First, those nations with higher current HDIs are the places of origin of large numbers of students in the United States for tertiary level education. Second, in recent years those nations with the highest HDI appear to be sending an ever-increasing proportion of the total number of foreign students in this country. The implications of this trend for future economic and social development around the world are unclear.

Considering the "Pull"

While the "push" factors in a home country may promote an interest in international education, the commitment to a particular country may be influenced or shaped by bilateral arrangements and relations between sending and host countries. Again, the decision to attend school in a foreign country is most frequently an individual decision; however, it is a decision that is made in the broader context of national relationships. Based on studies that have suggested several particularly powerful "pull" factors, this report will examine the extent of trade relations between countries, immigration patterns, aid relationships and their association with student flow into the United States.

Economic Exchanges

Economic exchanges between the United States and other nations are extensive but of course not uniformly so. The United States has strong export and import relations with all of the leading sending nations. The relationship between trading practices and student exchange is likely to be reciprocal. U.S.-educated and globally mobile students, especially those in business and engineering, may work in positions that facilitate further international trade between the United States and the sending country.

The United States has strong export and import relations with all of the leading sending nations. The relationship between trading and student exchange is likely to be reciprocal.

5.f

IMPORTS TO THE UNITED STATES FROM AROUND THE WORLD, 1991

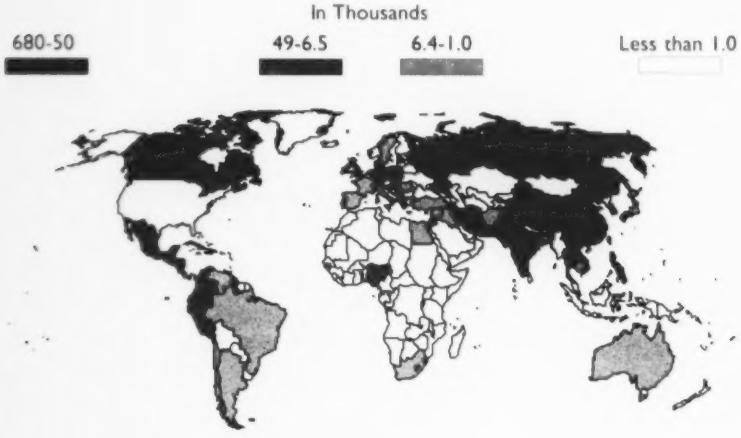
The United States imports more heavily from nations that send large numbers of students.

Statistical Abstracts of the United States. United States Bureau of the Census, 1992.

5.g

IMMIGRATION TO THE UNITED STATES, 1990[1]

Many of the largest sending nations, including China, India and Korea are also the home countries of many recent immigrants.



[1] *Statistical Yearbook*, United States Immigration and Naturalization Service, 1990.

Immigration and Student Exchange

It seems likely that there would be a relationship between immigration patterns and student exchange. The presence of an expatriate community in a potential host country is likely to make that host a more attractive destination than a country that does not have such human resources. Many of the largest sending nations, including China, India and Korea, are also the home countries of many recent immigrants. These immigrant families or their descendants are sometimes sources of financial support for the students. Closer inspection suggests that the relationship is more complex. For example, Japan, Malaysia, and Indonesia are large sending nations for students but not for immigrants.

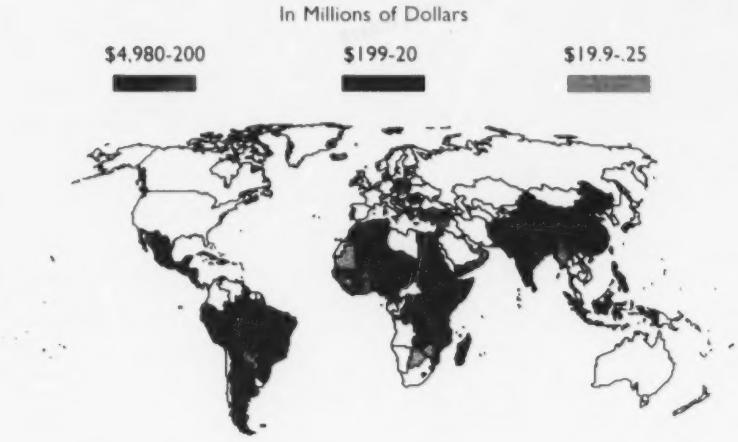
Grants and Aid

Bilateral grants in aid and credits are made to assist the recipient nation while also furthering the interests of the donor nation. One of the consequences of aid is to tie recipient nations more closely to the donor nation. The development of ties between nations may affect the flow of students from a recipient nation to the donor. In Asia, two of the largest recipient nations (China and India) are also large sources of student flows. In the Middle East, Turkey is a major aid recipient and is the largest student sending nation in the region. With the end of the Cold War, it might be anticipated that aid to Eastern Europe and the Newly Independent States will be accompanied by increasing flows of students from these countries to the United States.

5.b

COUNTRIES RECEIVING THE MOST U.S. GRANT AID, 1990[1]

Two of the largest recipients of U.S. grants in aid and credit (China and India) also send large numbers of students. In the Middle East, Turkey is a major aid recipient and is the largest student sending nation in the region.



[1] U.S. Bureau of Economic Analysis as published in the *Statistical Abstracts of the United States*, United States Bureau of the Census, 1992.

Putting the "Push" together with the "Pull"

Nations that have the capacity to send large numbers of students overseas are likely to be relatively wealthy and to have invested in an educational infrastructure that will support a sizable tertiary student population. The following bubble plots display the joint relationship between a nation's relative wealth and the size of its tertiary student population and the magnitude of its student sending to the United States.

The Measures:

1. The horizontal axis displays the total enrollment at all accredited third-level institutions, both public and private, in a particular country for the most recent year available. In most cases this is 1991 or 1990. *Source: UNESCO Statistical Yearbook 1993.*

2. The vertical axis displays an adjusted measure of per capita income expressed in Purchasing Power Parity dollars (PPP$). The measure starts with the assumption that relatively small dollar differences (such as $300) between countries make a great deal of difference when the average per capita income is $1,500, but relatively small difference to quality of life when the average income is $20,000. At higher levels of national income the actual contribution of additional income is heavily discounted as it adds relatively little to meaningful differences in well-being between nations. Thus the adjusted income range for the world's nations lies between $370 and $5,371. The global average of the real gross domestic product is $5,120. *Source: UNDP Human Development Report, 1994.*

3. The ultimate measure of the pull that study in the United States exerts is the actual number of students sent to this country. The size of each bubble is proportional to the number of students sent to the United States. *Source: Open Doors 1993/94.*

4. When this three-way relationship (adjusted income, size of the tertiary population, and sending rate) is plotted for each region, three general patterns emerge. For regions that are relatively homogeneous in wealth such as Europe, Oceania and the Middle East, the size of the tertiary system in that country is most strongly related to its sending rate. In regions of considerable disparity in wealth, two patterns are apparent. In Asia and Latin America, both the education system's size and the wealth of the nation are positively related to its sending rate. The larger and wealthier nations tend to send more students to study in the United States. In Africa a unique pattern is apparent. Generally the poorest countries in the region tend to send the most students to the United States for tertiary study.

STUDENT FLOWS BY WEALTH AND SIZE

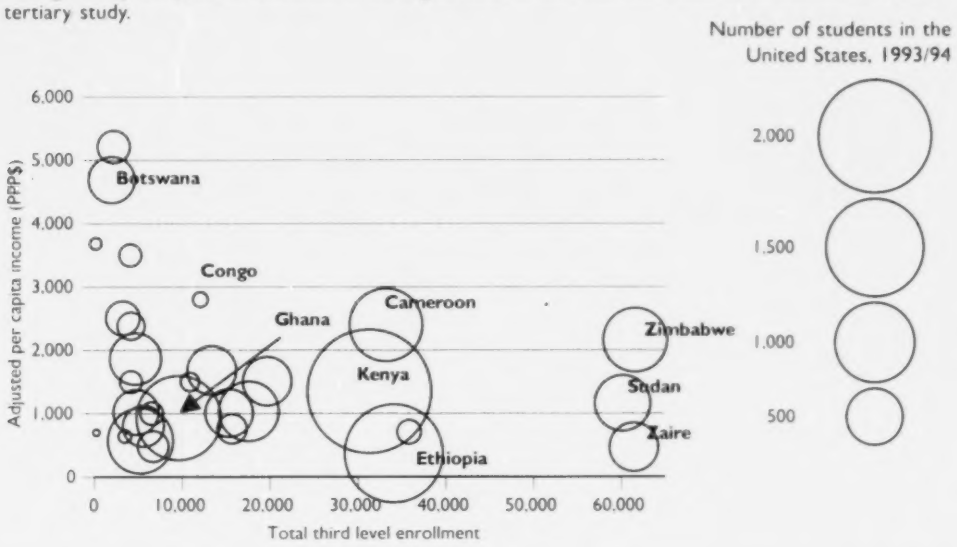
A comparison of selected countries sending to the United States for tertiary education.

Do rich countries with larger numbers of students enrolled in tertiary education at home ultimately send more students to the United States?

5.i

AFRICA: SELECTED COUNTRIES, 1993/94

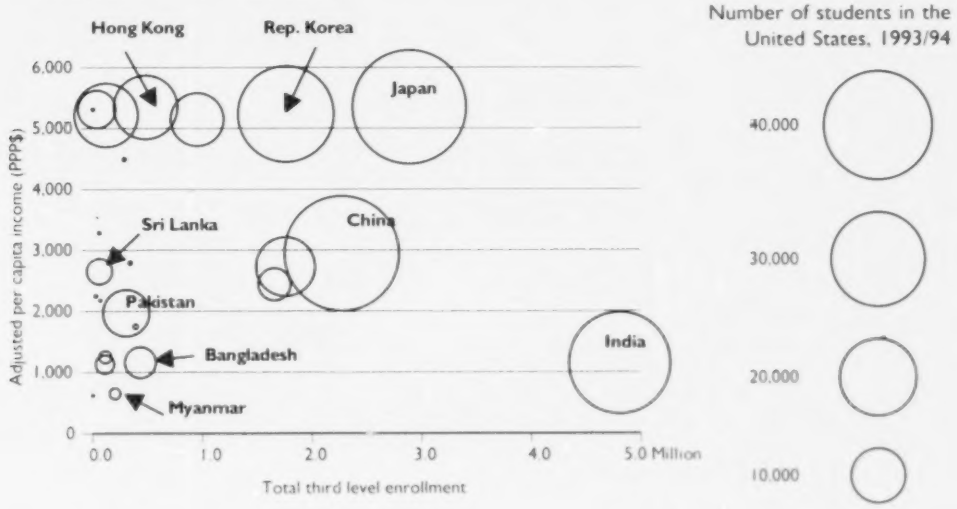
In Africa generally the poorest countries in the region tend to have the most students in the United States for tertiary study.



5.j

ASIA: SELECTED COUNTRIES, 1993/94

In Asia the wealthier nations or nations with large numbers of students in higher education at home tend to have more students in the United States.



[1] The size of each circle is proportional to the number of students sent to the United States. Its position on the chart reflects the intersection of the per capita adjusted wealth of the country and the total number of students in that country's higher education system.

Economic Issues in International Education

GARETH WILLIAMS
University of London

MOST advocates of international education see it as a means to a wider end: international understanding, improved student learning, increased trade or a more productive world economy. Recently in Britain the policy of full cost foreign student fees was evaluated. Elements in that assessment included both the advantages for students who decide to study in Britain and the sources of support for such study. Other questions addressed in the evaluation concern the outcome of overseas study. Does it affect lifetime incomes? Does study abroad replace study at home? Do students learn more abroad than they would have at home? Are there negative aspects for the student or the host country? For example, a student may experience racism in another country and carry those unfavorable impressions throughout life.

While there are many social and educational issues that come into play when assessing the relative advantages and disadvantages to student and host country in educational exchange, the economic debate seems to have focused in three main areas: brain drain, student fees and more recently the issue of international flows of intellectual capital.

Brain drain results when students who study abroad either do their most productive work, or decide to remain permanently, in the host county. For the student's home country this is a loss of human capital. For the student, the benefits of staying outweigh those of returning home. For the world, the income generated is also greater but the distributional effects are regressive. The issue is complicated by the fact that this is usually a third-world versus first-world issue and the costs of the education are often borne by the receiving country in the first world.

Cost recovery is becoming a major policy issue for the traditionally free higher education countries of Europe. This is especially the case for those countries who receive so many foreign students that taxpayers have begun to ask questions about the appropriateness of spending so much on people who will take their skills abroad. Again this is complicated by being largely a third-world/first-world conflict.

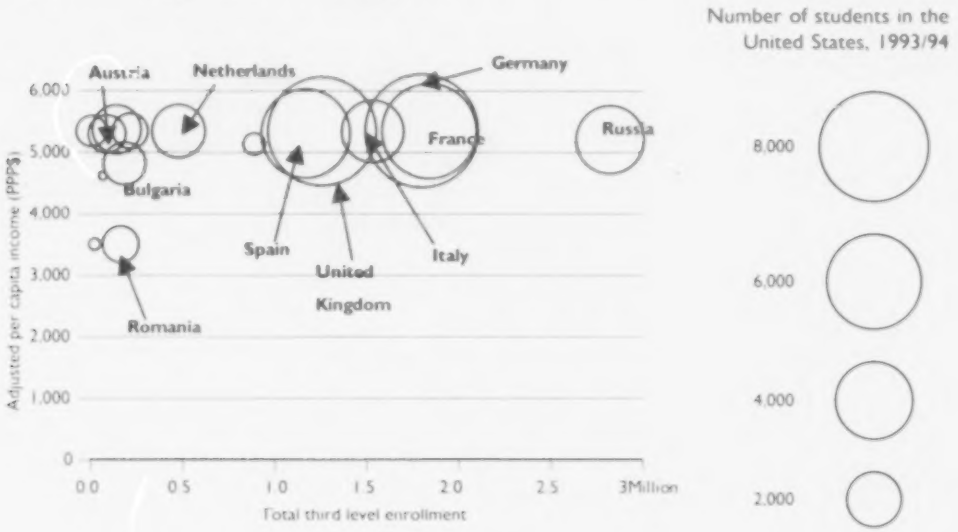
The third issue of intellectual capital arises from the growth of rapid technology transfer between the research laboratory and the production line. So far the debate has centered mainly on areas that have military applications. The same principles apply to advanced study with possible commercial applications of information technology and biotechnology.

Gareth Williams is Professor of Educational Administration, and Head of the Centre for Higher Education Studies at the Institute of Education of the University of London.

5.k

EUROPE: SELECTED COUNTRIES, 1993/94

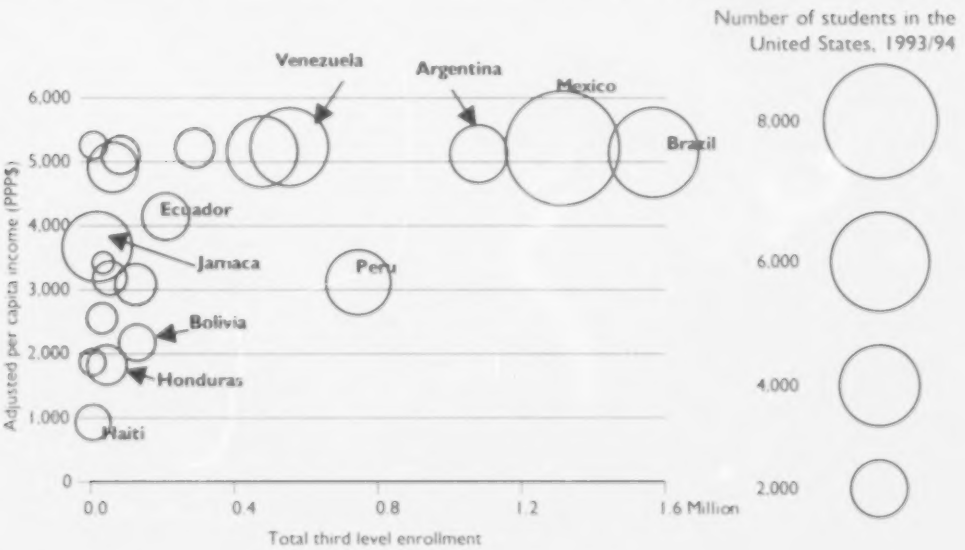
For regions that are relatively homogenious in wealth, such as Europe, the size of the tertiary system in that country is most strongly related to the sending rate.



5.l

LATIN AMERICA: SELECTED COUNTRIES, 1993/94

Both the system's size and the wealth of the nation are positively related to the sending rate.

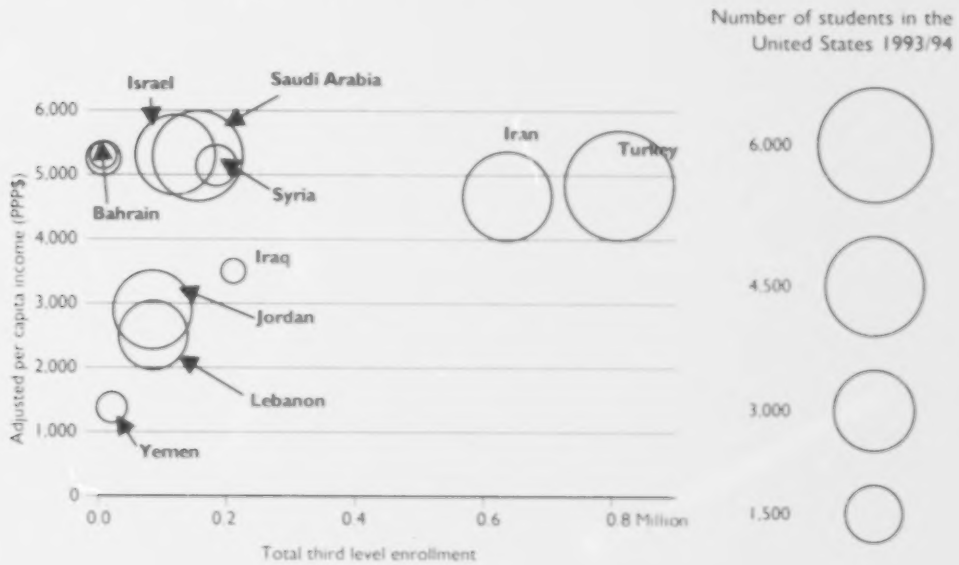


The size of each circle is proportional to the number of students sent to the United States. Its position on the chart reflects the intersection of the per capita adjusted wealth of the country and the total number of students in that country's higher education system.

5.m

MIDDLE EAST: SELECTED COUNTRIES, 1993/94

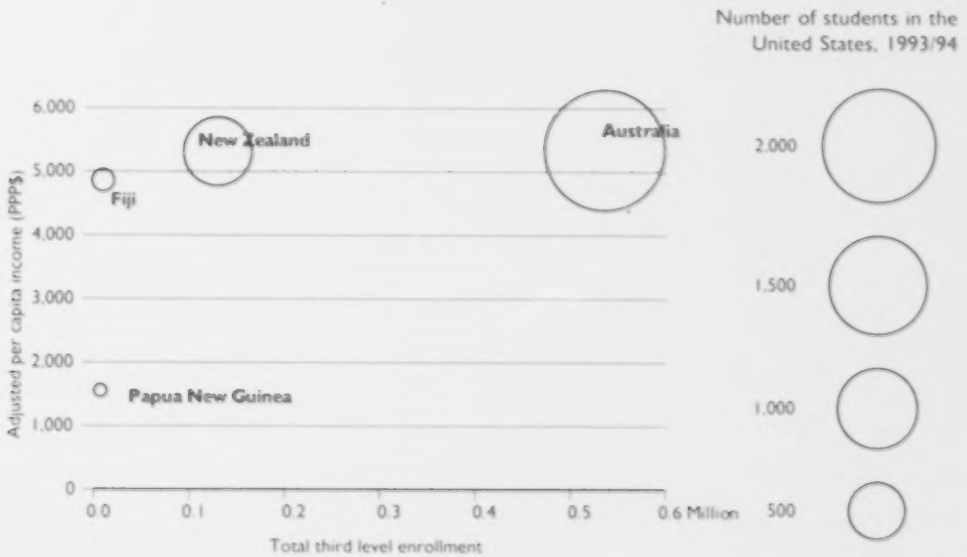
Although Turkey is the largest sender in the Middle East, Israel and Saudi Arabia send more students to the United States in proportion to the size of their tertiary system.



5.n

OCEANIA: SELECTED COUNTRIES, 1993/94

In Oceania, the rate of sending is related to the size of the tertiary system.



[1] The size of each circle is proportional to the number of students sent to the United States. Its position on the chart reflects the intersection of the per capita adjusted wealth of the country and the total number of students in that country's higher education system.

Implications for the future: questions and concerns

With respect to flows from developing countries and especially the poorest nations, we have an obligation to explore the efficacy of student mobility programs to ensure that these exchanges achieve their larger purposes in the developing nations. Such information could have important implications for economic development and cooperation between the developed and developing nations. Exchange programs that produce benefits for both developed and developing nations are a worthy goal. For these to be obtainable, the structure of exchange agreements and programs must be reexamined in the light of policies that aim to improve social and economic conditions.

More than Student or Staff Mobility

Thoughts on a Comprehensive Research Agenda for International Education

BARBARA SPORN
Vienna University of Economics and Business Administration

THERE is hardly any doubt that higher education is becoming increasingly internationalized. Given this reality, what would a new research agenda for international education look like? The major question remains as to what internationalization really means. There are different ways of looking at that problem. One would be to focus on different levels of action, a macro, a micro, and a network perspective. This could lead to a useful typology for setting up a research agenda for international education. From this standpoint internationalization is more than student or staff mobility. It deals with a whole range of activities.

At a macro level, research in international education could concentrate on economic, societal and cultural influences of student and faculty exchange. Areas of investigation would encompass different strategies for integrating diverse ethnic groups; the advantages for a country of having understanding and appreciation of other cultures; the legal and administrative prerequisites for integration as well as the role of governments and other agencies; or the status and trends of a country's international involvement.

On a micro level, studies would analyze the institutional implications of international education. Questions to be addressed concern the degree of structural adaptations necessary for internationalization, the amount of diversity needed to enhance a learning environment and internationalism's implications for the quality of higher education, for the policy making of universities and its departments and for the practices of staff and faculty.

Continued

More than Student or Staff Mobility:

Continued

Interorganizational or networked agendas in international education would look at opportunities for cooperation and knowledge transfer between institutions and countries made available through more sophisticated information technology. This would imply adopting a more comprehensive view of supporting internationalization within organizations. Questions like the practices of student exchange and international research projects, the communication patterns of faculty and staff and the availability of information within institutions about the surrounding environment are all of major concern. A "boundaryless" university would allow open exchange of information and flexible structures could develop more easily. Telecommunication and modern information systems can enhance this process.

The outlined research agenda suggests that the future trend lies in interdisciplinary projects. Researchers from fields such as sociology, economics or business administration among others are called to work together in this area at universities and at government as well as non-government organizations. Answers to some of the questions raised can help assist national higher educational systems to become more international.

Barbara Sporn is Assistant Professor at the Department of Management Information Systems at Wirtscraftsuniversitat Wien and a member of the Consortium of Higher Education Researchers (CHER).

Note: In this section we have used the term "student sending" to refer to the flow of students from a home country to the United States. In some cases this flow is the product of individual student activity as well as the active sponsorship of student exchange by the home country. In other cases student flow may come about as a consequence of and a reaction to instability at home. In no case does student flow result solely from the actions of either a home country or a host country.

6

Foreign Student Totals in U.S. Regions and States

U.S. DISTRIBUTION

- Foreign students in the United States are spread widely, but not uniformly, throughout the country. The pattern of their distribution has shifted considerably since the 1950s as waves of students from different parts of the world have chosen different regions of this country for their studies.
- As shown in the following figures, in the 1950s and 1960s the Northeast and the Midwest were the destinations of choice, with more than half of the incoming students attending schools in those regions. The Pacific region was a distant third, although enrollments there increased moderately by the end of the 1960s.
- In the early 1970s the flow of foreign students to the various U.S. regions began to change. The Pacific states including California became the leading destination and enrollments in the South and in the Southwest increased rapidly, outpacing increases in other regions. This pattern changed once again in the mid-1980s. The Northeast in particular, but also the Midwest, attracted greater proportions of incoming students. This pattern holds true for the early 1990s as well.
- In recent years the top states have included California, followed by New York, Texas, Massachusetts and Illinois.

6.0

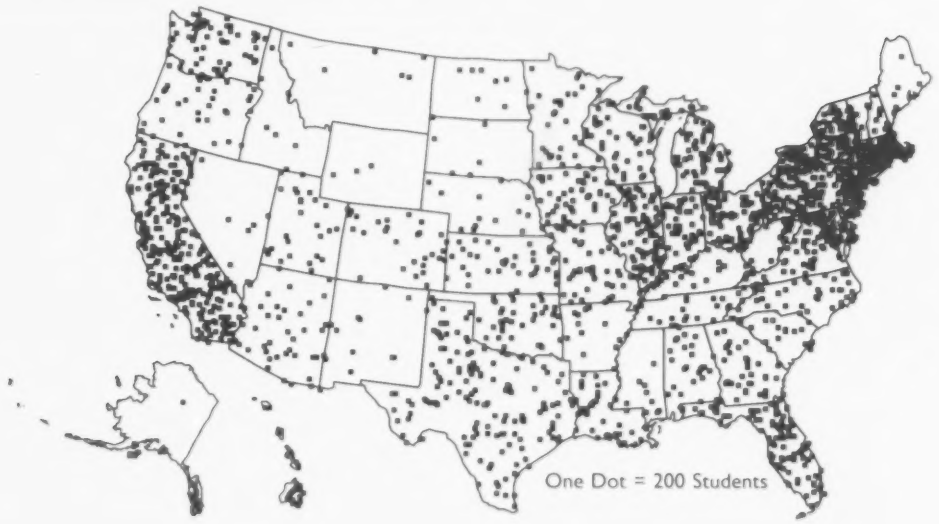
FOREIGN STUDENTS IN U.S. REGIONS AND STATES, SELECTED YEARS

	Foreign Student Totals						% Change from
State/Region	**1959/60**	**1969/70**	**1979/80**	**1989/90**	**1992/93**	**1993/94**	**1992/93**
Alaska	0	73	185	364	527	582	10.4
California	6,457	22,170	47,621	54,178	57,236	56,673	-1.0
Hawaii	151	1,927	2,653	4,190	5,225	5,625	7.7
Oregon	638	2,312	4,853	6,403	6,612	6,617	0.1
Washington	1,031	3,238	6,717	6,858	9,531	10,164	6.6
Pacific Totals	**8,277**	**29,720**	**62,029**	**71,993**	**79,131**	**79,661**	**0.7**
Colorado	672	1,460	4,184	4,681	5,851	6,087	4.0
Idaho	160	500	989	1,150	1,518	1,598	5.3
Montana	162	324	401	770	1,181	1,290	9.2
Nevada	12	109	521	783	1,367	1,674	22.5
Utah	741	1,915	3,493	4,862	5,412	5,708	5.5
Wyoming	63	282	435	527	663	646	-2.6
Mountain Totals	**1,810**	**4,590**	**10,023**	**12,773**	**15,992**	**17,003**	**6.3**
Illinois	2,890	7,795	12,218	16,816	19,167	19,368	1.1
Indiana	1,819	3,230	5,499	7,575	8,586	8,755	2.0
Iowa	776	1,285	4,010	6,735	7,854	8,155	3.8
Kansas	800	2,005	4,479	6,009	7,456	7,668	2.8
Michigan	3,259	6,774	10,559	13,555	16,126	16,074	-0.3
Minnesota	1,473	2,577	4,142	5,446	6,518	6,519	0.0
Missouri	996	2,896	4,712	6,620	8,293	8,576	3.4
Nebraska	358	601	1,517	1,918	2,578	2,832	9.9
North Dakota	211	616	512	1,341	1,753	1,842	5.1
Ohio	1,550	4,121	8,672	13,856	16,150	16,164	0.1
South Dakota	113	262	486	758	952	1,066	12.0
Wisconsin	1,199	3,450	4,088	6,438	7,422	7,522	1.4
Midwest Totals	**15,444**	**35,612**	**60,894**	**87,067**	**102,855**	**104,541**	**1.6**
Alabama	311	551	3,220	4,513	4,870	5,212	7.0
Arkansas	107	235	1,328	1,710	2,301	2,633	14.4
Delaware	38	311	447	1,003	1,331	1,439	8.1
District of Columbia	2,020	3,949	8,499	9,487	9,176	9,067	-1.2
Florida	730	6,939	11,919	20,364	18,374	18,555	1.0
Georgia	416	1,258	4,472	5,980	6,797	7,520	10.6
Kentucky	293	734	2,208	2,543	3,362	3,535	5.2
Louisiana	815	1,720	5,546	5,535	5,609	6,246	11.4
Maryland	542	1,670	4,266	6,952	8,388	8,520	1.6
Mississippi	130	387	1,704	1,941	2,428	2,153	-11.3
North Carolina	628	1,594	3,709	5,764	6,723	6,444	-4.2
South Carolina	185	368	1,484	2,381	2,974	3,228	8.5

6.a

DISTRIBUTION OF FOREIGN STUDENTS, 1993/94

Concentrations of students are heaviest in the Northeast and Midwest.



6.0

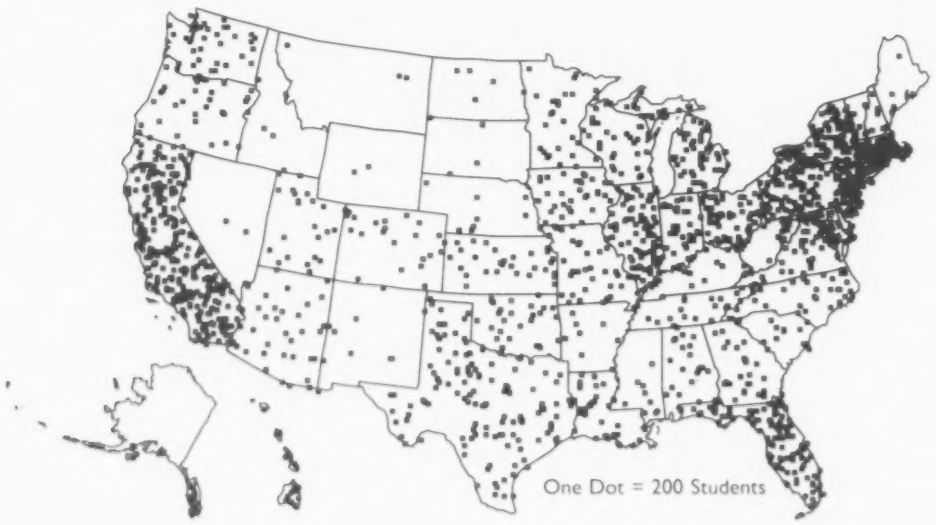
FOREIGN STUDENTS IN U.S. REGIONS AND STATES, SELECTED YEARS

	Foreign Student Totals						% Change from
State/Region	**1959/60**	**1969/70**	**1979/80**	**1989/90**	**1992/93**	**1993/94**	**1992/93**
Tennessee	450	1,295	4,499	4,247	4,501	4,729	5.1
Virginia	275	662	3,374	6,970	6,342	8,308	31.0
West Virginia	118	226	1,453	1,417	1,873	2,012	7.4
South Totals	**7,058**	**21,899**	**58,128**	**80,807**	**85,049**	**89,601**	**5.4**
Arizona	310	1,134	3,798	6,763	7,431	7,741	4.2
New Mexico	515	481	1,240	1,399	1,687	1,800	6.7
Oklahoma	717	1,554	8,464	5,989	7,336	7,600	3.6
Texas	1,574	4,902	24,416	24,170	28,164	27,618	-1.9
Southwest Totals	**3,116**	**8,071**	**37,918**	**38,321**	**44,618**	**44,759**	**0.3**
Connecticut	573	1,314	2,847	4,636	5,320	5,839	9.8
Maine	84	262	307	902	1,218	1,360	11.7
Massachusetts	3,136	6,352	12,607	20,840	23,721	24,327	2.6
New Hampshire	102	356	501	1,262	1,662	1,793	7.9
New Jersey	583	1,738	4,767	9,608	10,171	10,005	-1.6
New York	6,069	17,701	23,509	38,350	45,660	47,278	3.5
Pennsylvania	1,734	5,248	8,919	15,803	18,496	18,848	1.9
Rhode Island	191	635	949	1,858	2,191	2,275	3.8
Vermont	136	222	702	1,206	922	923	0.1
Northeast Totals	**12,608**	**33,828**	**55,108**	**94,465**	**109,361**	**112,648**	**3.0**
U.S. Total	**48,486**	**134,959**	**286,343**	**386,851**	**438,618**	**449,749**	**2.5**

6.b

DISTRIBUTION OF FOREIGN STUDENTS, 1989/90

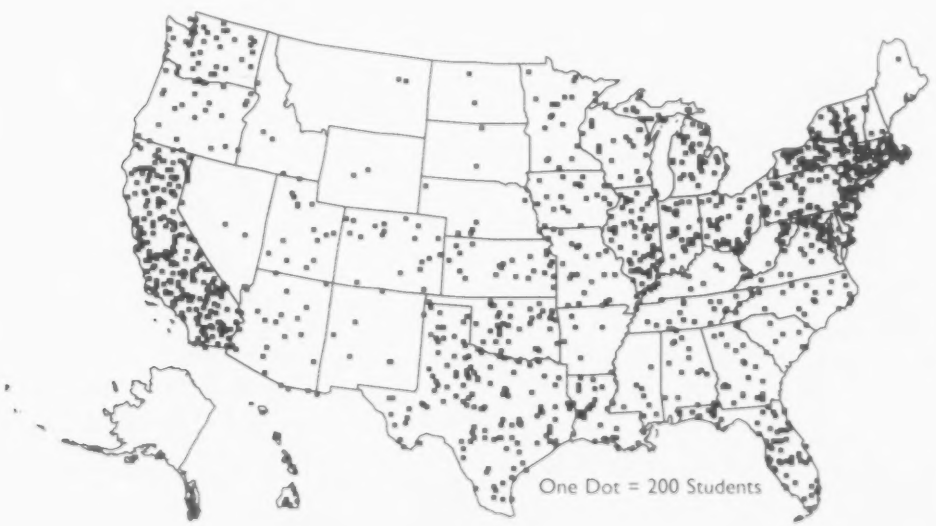
The highest density of students shifts from the Pacific to states in the Northeast.



6.c

DISTRIBUTION OF FOREIGN STUDENTS, 1979/80

From 1969/70 to 1979/80 the foreign student population in the Pacific states more than doubles (due in large part to the inflow of large numbers of Middle Eastern students) and California has twice as many students as New York.



6.d

DISTRIBUTION OF FOREIGN STUDENTS, 1969/70

By 1969/70 distribution in the Midwest had increased dramatically. California and the Northeast showed major gains.

6.e

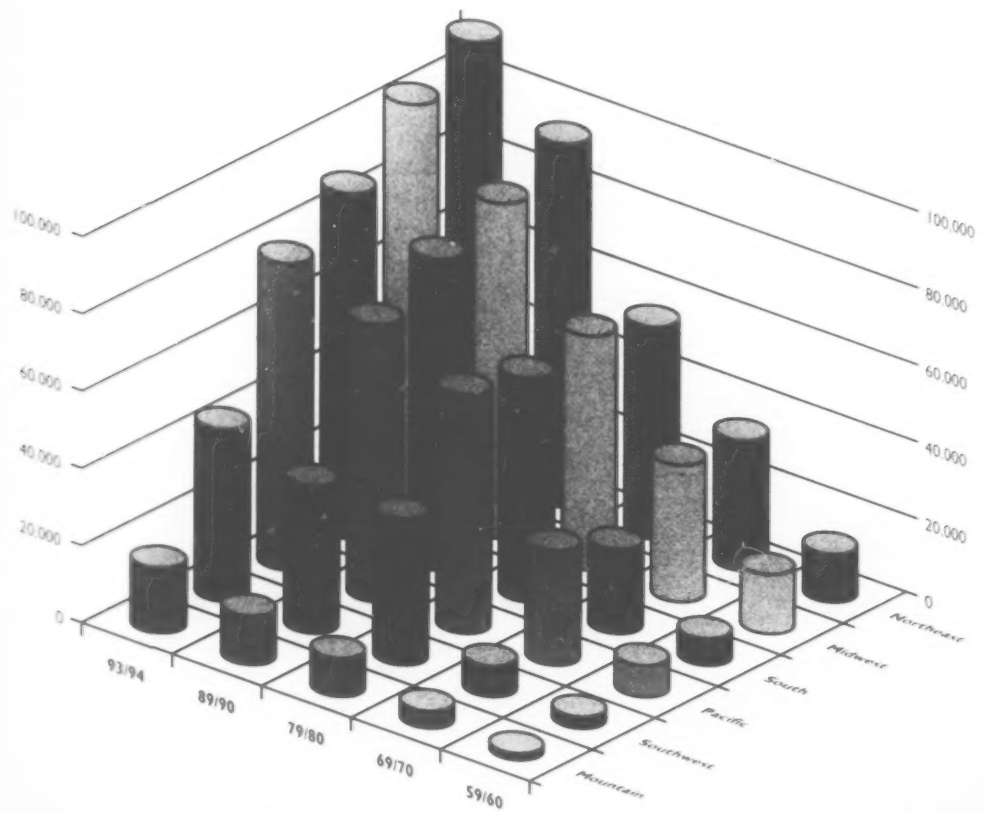
DISTRIBUTION OF FOREIGN STUDENTS, 1959/60

Density in the Midwest and California grew; students spread into the heartland, with lower densities in the Upper Midwest, Utah, Wyoming, Nevada and Montana.

The ranking of the top ten states has not changed significantly since the Census began. Eight of the top ten states in 1993/94 have been among the top ten since 1955. New York and California have consistently hosted the largest numbers of foreign students throughout the history of the Census. California has had the highest enrollments since the late 1950s. Massachusetts, third in international enrollments in the mid-1950s, lost ground in the 1960s when more foreign students headed for Michigan and Illinois. Perhaps the most dramatic shift came in the late 1960s when Florida became the fourth most populous state in terms of foreign students; in 1965 it was not even among the top ten. Texas, eighth in 1969/70, leaped to third place a short five years later and drew even more students than New York by the late 1970s, falling again to third place in the following years.

6.f

DISTRIBUTION OF FOREIGN STUDENTS IN THE UNITED STATES, SELECTED YEARS



7

CULTURAL TIES

Finding Some of the Old in the New: Making the Strange Familiar

Affinities between nations are important in shaping the flow of students from sending to host country. Similarly, once the choice to attend college in the United States has been made, a student has to decide upon the particular institution and region in which to study. A body of research suggests that one of the key determinants in a successful sojourn abroad is the extent to which students are able to bridge social isolation. Foreign students face two broad kinds of difficulties in adjustment: the social/psychological and the practical problems of daily living. A successful exchange experience requires that students establish connections that enable them to manage both classes of problem. Social and psychological problems may take the form of homesickness and loneliness, as differences between the host country and the home country in social practices, foods, recreation, climate and customs begin to accumulate. Practical difficulties include finding suitable housing, transportation, mastering a new language and obtaining sufficient financial resources.

Adjustment to a host country is a process that has been characterized as a "U" curve. Initially adjustment is felt to be straightforward and easy; this initial feeling of euphoria is followed by a trough or crisis in which the student feels isolated, poorly adjusted and unhappy with the choice of overseas study; finally the crisis is resolved and the student begins to feel more fully integrated into the foreign community. This model of adaptation serves as a heuristic that reminds us that the success of international exchanges have a human dimension.

Students must go through a process of adjusting to a new culture as well as to demanding academic circumstances. Where particular groups of international students choose to study in this county may reflect their affinity for communities that have substantial support systems which will ease the international student into American life.

While this model of adaptation may be useful in understanding the distribution of foreign students as members of a group, actual institutional choices are made by individual students. Experts in the area of student mobility recognize that individual choices are affected by the offerings of particular institutions as well as a host of personal considerations. Other factors which influence student choices may include academic ability, economic factors, and the general fit between the student's academic and social expectations and the institution's academic and social climate.

One of the greatest strengths of the United States is the presence of many well-established local communities of recent immigrants and others who share an ethnic and cultural heritage with the population of international students that choose the United States as their academic destination. The presence of these communities provides an accessible and established network that can offer hospitality and practical support to foreign students, which may blunt the effects of social isolation. These groups may serve as bridge communities which enable the foreign student to adjust to the United States. Academic institutions, states and local communities seeking to build or strengthen an international focus would do well to include local immigrant groups in their planning efforts.

Sources: Data on the distribution patterns for recent immigrant populations in the United States come from: *The Statistical Yearbook of the Immigration and Naturalization Service, 1992.* INS 1992. Data on the distribution of resident African-Americans, Asians of Indian extraction, and Hispanics of Mexican extraction come from *The Statistics Abstract of the United States, 1992,* U.S. Department of Commerce, 1992.

Students from Ghana, Kenya and Nigeria, three of the largest sending countries in Sub-Saharan Africa, appear to have chosen states that have high concentrations of African-Americans in their resident populations.

AFRICAN DISTRIBUTION

Africans in general, and Sub-Saharan Africans in particular, show a greater preference for institutions in the South than most foreign students overall. Conversely, they are under-represented in the Pacific states when compared to all foreign students. Students from Ghana, Kenya and Nigeria, three of the largest sending countries in Sub-Saharan Africa appear concentrated in states that have high concentrations of African-Americans in their resident populations.

7.a

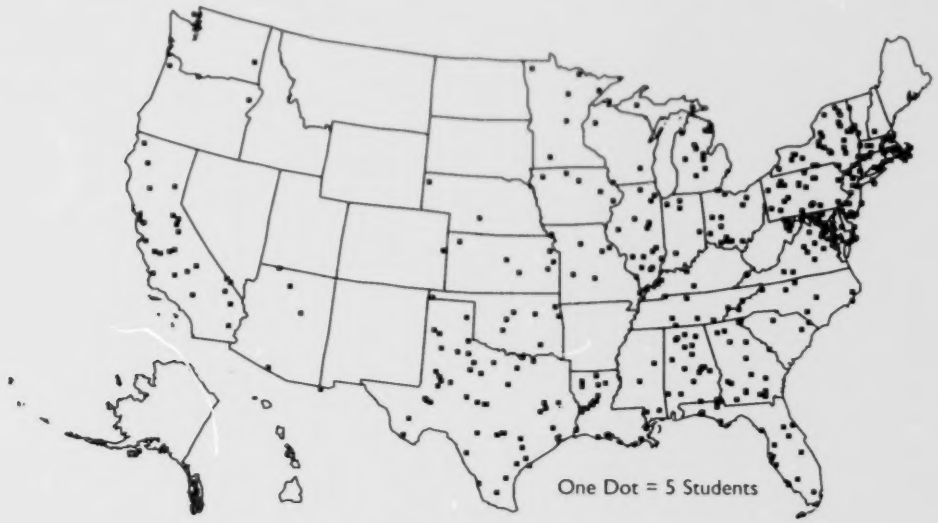
AFRICAN-AMERICAN POPULATION DISTRIBUTION, 1990

African-Americans tend to live primarily in the Eastern United States, Texas and California.

7.b

DISTRIBUTION OF FOREIGN STUDENTS FROM NIGERIA, 1993/94

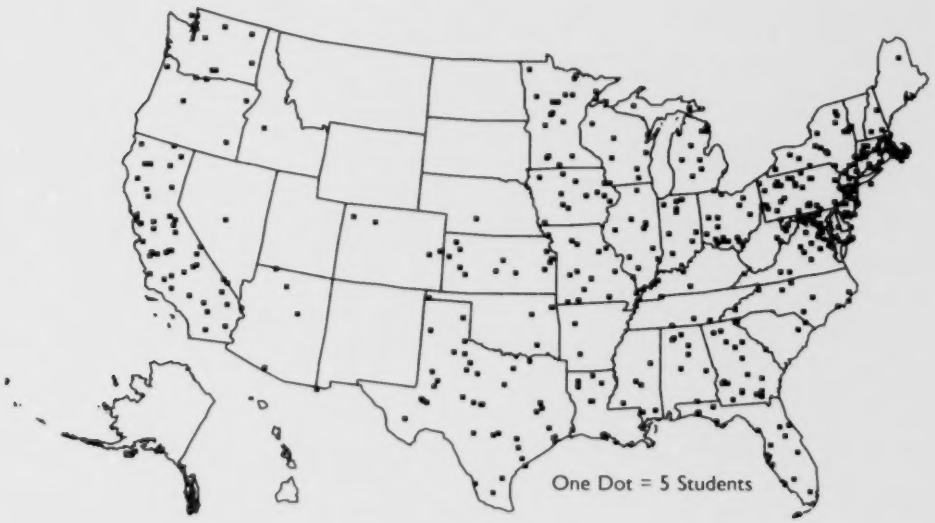
Students from Nigeria are distributed throughout the United States in much the same way as the African-American population.



7.c

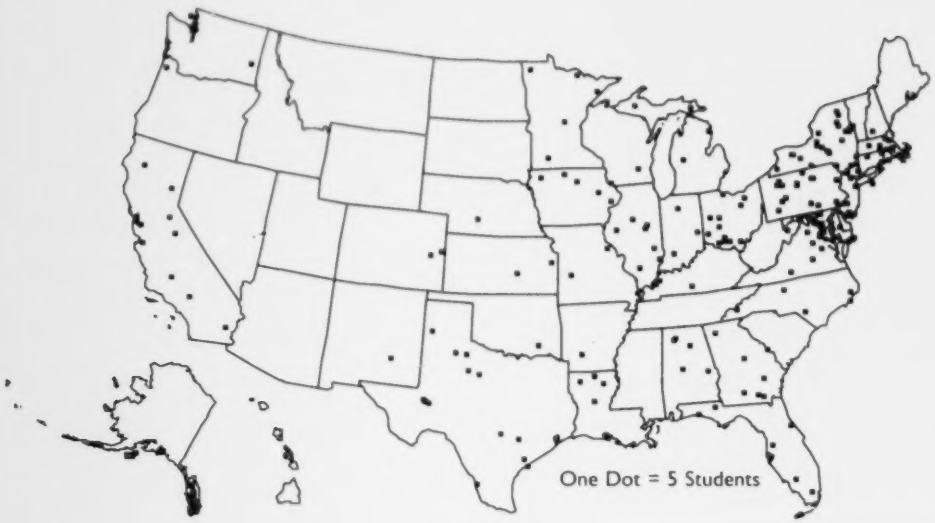
DISTRIBUTION OF FOREIGN STUDENTS FROM KENYA, 1993/94

Kenyans also study in states where many African-Americans live, although more Kenyans than Nigerians study on the West Coast.



7.d

DISTRIBUTION OF FOREIGN STUDENTS FROM GHANA, 1993/94



7.e

DISTRIBUTION OF FOREIGN STUDENTS FROM JAPAN, 1993/94

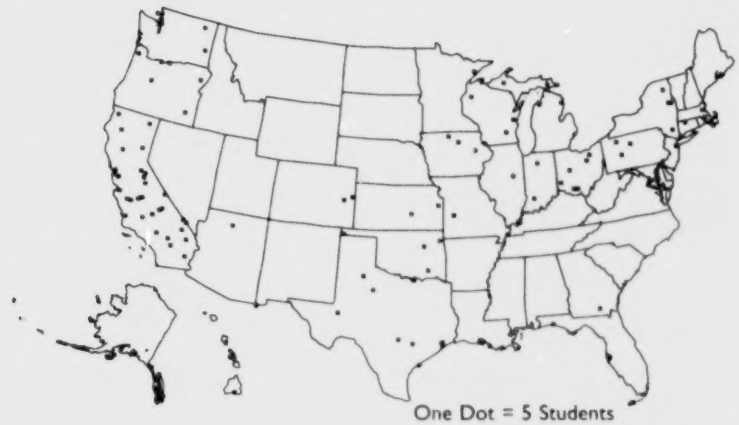
Japanese students who come to America to study are clustered on the West Coast, in the Midwest and the Northeast, with lesser representation in the South.

One Dot = 100 Students

7.f

DISTRIBUTION OF FOREIGN STUDENTS FROM INDONESIA, 1993/94

Indonesian students are densely represented in California with almost no representation in the South and Mountain states.



One Dot = 5 Students

ASIAN DISTRIBUTION

Asian students are dispersed among the various regions of the United States in proportions similar to the foreign student average. This is not surprising, given the fact that they now make up almost 60% of the foreign student population. Nonetheless Asians are not as attracted to the South as are students from other world areas. The highest concentrations of Asians can be found in the Midwest and in the Northeast. Asians can also be found in higher than average proportions in the Pacific region. Here the tendency to study in states that also have considerable minority communities of Asians is apparent. Of note is the considerable variation between national groups of students. For example, Indonesian students are much more highly concentrated in California, the Midwest and the Northeast than are other Asian students.

7.g

DISTRIBUTION OF ASIANS OF INDIAN EXTRACTION, 1990

Immigrants from India have settled in the South and Midwest, but their density is greatest in the Northeast and California.

7.h

DISTRIBUTION OF FOREIGN STUDENTS FROM INDIA, 1993/94

Students from India are distributed throughout the United States in much the same way as immigrants from that nation.

7.i

DISTRIBUTION OF RECENT IMMIGRANTS FROM CHINA, 1992

Recent immigrants from mainland China have settled in California, Washington and the Northeast, mainly New York.

7.j

DISTRIBUTION OF FOREIGN STUDENTS FROM CHINA, 1993/94

Foreign students who come to the United States from mainland China are more widely scattered than recent immigrants, although many study in the Mid-Atlantic states and the Northeast.

7.k

DISTRIBUTION OF RECENT IMMIGRANTS FROM TAIWAN, 1992

Immigrants from Taiwan settle mainly in California, with smaller numbers in New York, New Jersey and Maryland.

7.l

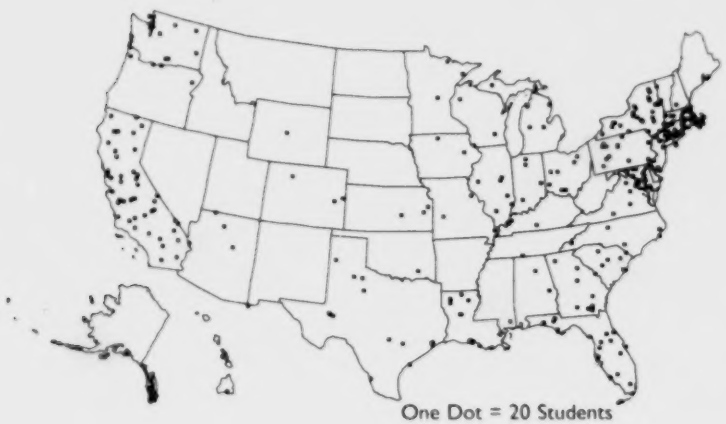
DISTRIBUTION OF FOREIGN STUDENTS FROM TAIWAN, 1993/94

Students from Taiwan are spread throughout the United States, but the greatest densities are in California and New York.

7.m

DISTRIBUTION OF FOREIGN STUDENTS FROM FRANCE, 1993/94

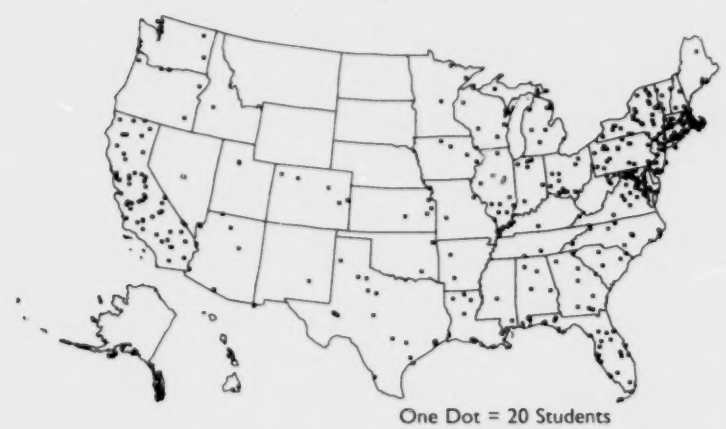
Students from France select institutions in the Northeast, the Midwest or California.



7.n

DISTRIBUTION OF FOREIGN STUDENTS FROM THE UNITED KINGDOM, 1993/94

Students from the United Kingdom are more evenly spread through the East, the Midwest and California.



EUROPEAN DISTRIBUTION

Europeans tend to select institutions in the Northeast. By contrast, they show lower than average interest in institutions in the Mountain states and the Southwest. Both German and Polish students appear to have special preferences for states that are the initial intended residence of recent immigrants from those two countries. Again considerable national variation is noticeable. The French, more than students from Germany or the United Kingdom, tend to select institutions on the Eastern seaboard or in the Midwest.

7.o

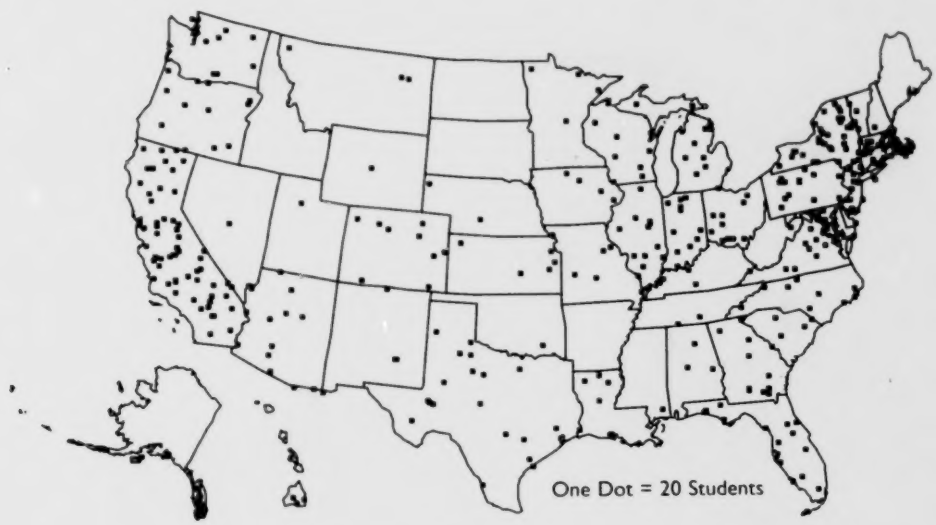
DISTRIBUTION OF RECENT IMMIGRANTS FROM GERMANY, 1992

Where recent immigrants from Germany have settled...

7.p

DISTRIBUTION OF FOREIGN STUDENTS FROM GERMANY, 1993/94

...German students follow.



7.q

DISTRIBUTION OF RECENT IMMIGRANTS FROM POLAND, 1992

Polish immigrant communities also seem to attract...

7.r

DISTRIBUTION OF FOREIGN STUDENTS FROM POLAND, 1993/94

...students from Poland who come to the United States to study.

MEXICAN DISTRIBUTION

It is difficult to generalize about a group of people who are so diverse in their historical and cultural ties to the United States. Students from Mexico study in Texas, California and the Southwest and to a lesser extent in the Midwest and Northeast. What is most striking is the apparent preference of Mexican students for areas that are also the home states of most Americans of Mexican origin.

7.s

DISTRIBUTION OF HISPANICS OF MEXICAN EXTRACTION, 1990

When people emigrate from Mexico to the United States, they tend to settle in the Southwest, Texas and California.

One Dot = 20,000 People

7.t

DISTRIBUTION OF FOREIGN STUDENTS FROM MEXICO, 1993/94

Mexican students prefer to study in areas that are also home to most Mexican immigrants.

One Dot = 30 Students

7.u

DISTRIBUTION OF RECENT IMMIGRANTS FROM JAMAICA, 1992

Recent immigrants from Jamaica settle primarily in Florida and New York.

One Dot = 100 People

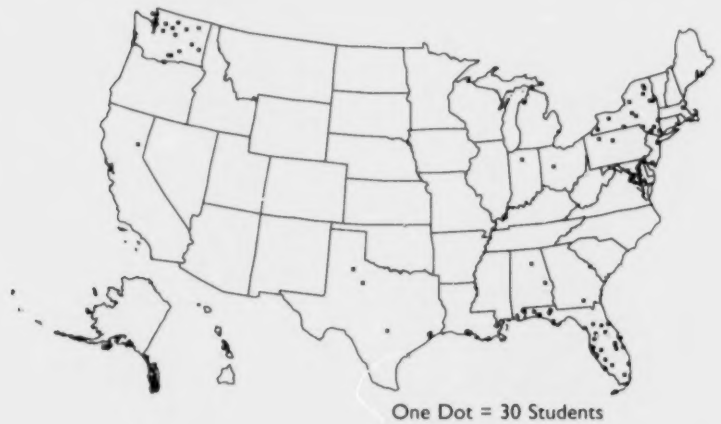
CARIBBEAN AND SOUTH AMERICAN DISTRIBUTION

Students from the Caribbean basin, especially Jamaica and Colombia, have a marked preference for Florida, New York and several of the states of the Midwest. This pattern follows very closely the choices of recent immigrants from those countries. Especially striking is the apparent differences in distribution between these peoples and those of Mexican origin.

7.v

DISTRIBUTION OF FOREIGN STUDENTS FROM JAMAICA, 1993/94

Students from Jamaica follow immigrants to New York and Florida, although they also like Washington state.



One Dot = 30 Students

7.w

DISTRIBUTION OF RECENT IMMIGRANTS FROM COLOMBIA, 1992

While immigrants from Colombia settle primarily in California, Florida, New York and New Jersey...

7.x

DISTRIBUTION OF FOREIGN STUDENTS FROM COLOMBIA, 1993/94

...students from Colombia are more widely scattered through the South and Midwest, although they also like Florida.

7.y

DISTRIBUTION OF FOREIGN STUDENTS FROM ARGENTINA, 1993/94

Students from Argentina study in New York, Massachusetts, Pennsylvania and California.

One Dot = 30 Students

Students from Argentina and Brazil appear to show a pattern of choice distinct from other Latin Americans but reminiscent of the pattern shown by students from Western Europe. Students from Argentina and Brazil choose institutions located in the Northeast, especially New York, Massachusetts and Pennsylvania. They are poorly represented west of the Mississippi, with the exception of Texas and California.

7.z

DISTRIBUTION OF FOREIGN STUDENTS FROM BRAZIL, 1993/94

Brazilian students study in New York, throughout the Midwest, and in California and Texas.

One Dot = 30 Students

MIDDLE EASTERN DISTRIBUTION

Middle East students from traditional societies like Saudi Arabia and Kuwait tend to concentrate in institutions in the "American heartland." They appear in fewer numbers on the Pacific and Atlantic coasts and in states such as Illinois and Texas which are the destinations for many other foreign student groups. Students from Iran appear concentrated in states that are home to recent immigrants from Iran. These areas include California, Texas and the states of the Mid-Atlantic region.

7.aa

DISTRIBUTION OF FOREIGN STUDENTS FROM KUWAIT, 1993/94

Kuwaitis studying in the United States attend institutions in California and the Midwest.

One Dot = 20 Students

7.bb

DISTRIBUTION OF FOREIGN STUDENTS FROM SAUDI ARABIA, 1993/94

Saudi Arabian students, like Kuwaitis, study less often in the Northeast.

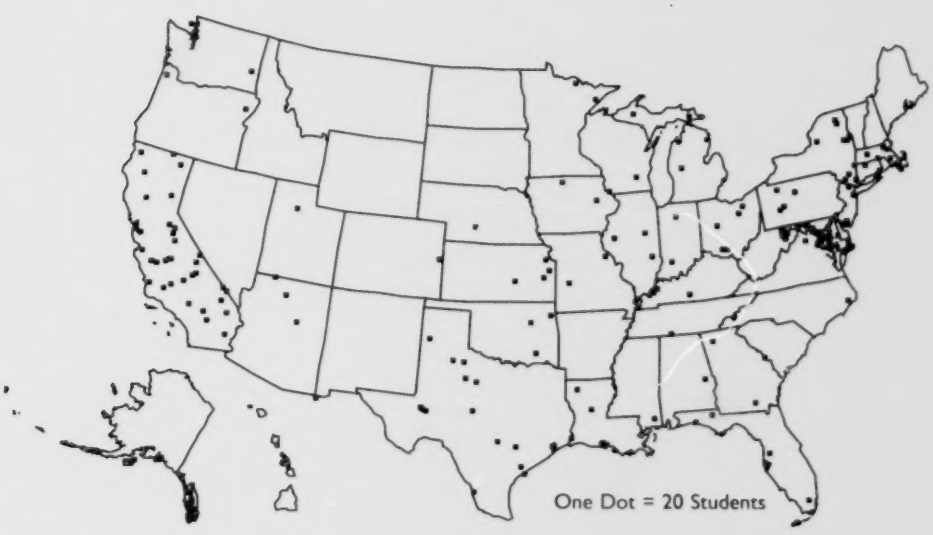
One Dot = 20 Students

7.cc

DISTRIBUTION OF RECENT IMMIGRANTS FROM IRAN, 1992

7.dd

DISTRIBUTION OF FOREIGN STUDENTS FROM IRAN, 1993/94



NORTH AMERICAN DISTRIBUTIONS

Canadians cluster in the regions close to the border, with comparatively high proportions of them in the Northeast, Midwest and Mountain regions. They are under-represented in the Southern and Southwestern states. Recent immigrants from Canada also share Canadian students' preference for the northern tier states. Recent immigrants are also found in large numbers in Florida, Texas, California and states on the southeastern Atlantic coast.

7.ee

DISTRIBUTION OF RECENT IMMIGRANTS FROM CANADA, 1992

Canadian immigrants to the United States stay away from the interior of the country, settling instead on the border and coasts.

One Dot = 30 People

7.ff

DISTRIBUTION OF FOREIGN STUDENTS FROM CANADA, 1993/94

Students from Canada share with Canadian immigrants a preference for states on the border with Canada.

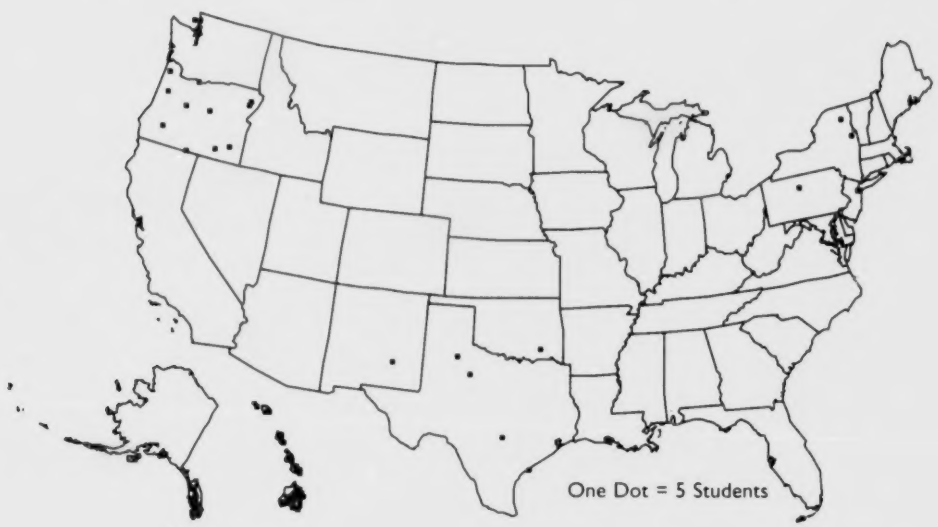
One Dot = 30 Students

OCEANIAN DISTRIBUTION

Oceanians typically attend schools in the Pacific, yet here considerable variation exists. Students from the Pacific island chains which make up the nation of Micronesia select institutions in Hawaii and Oregon for college study, while students from New Zealand select institutions in California, the Northeast and the Midwest. Australians appear to be less bound by geography and are also found in large numbers in institutions in the South and West.

7.gg

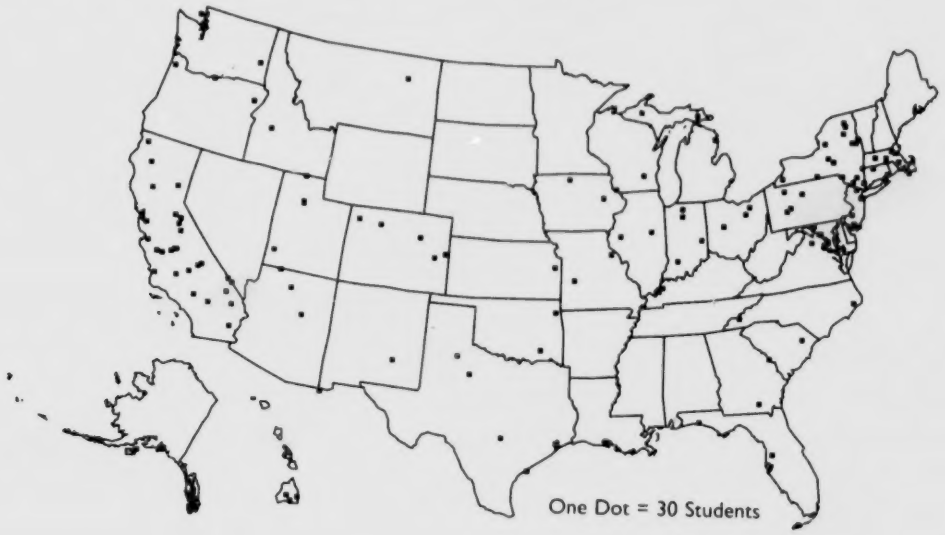
DISTRIBUTION OF FOREIGN STUDENTS FROM MICRONESIA, 1993/94
Students from Micronesia prefer to study in Hawaii and Oregon.



7.hh

DISTRIBUTION OF FOREIGN STUDENTS FROM NEW ZEALAND, 1993/94

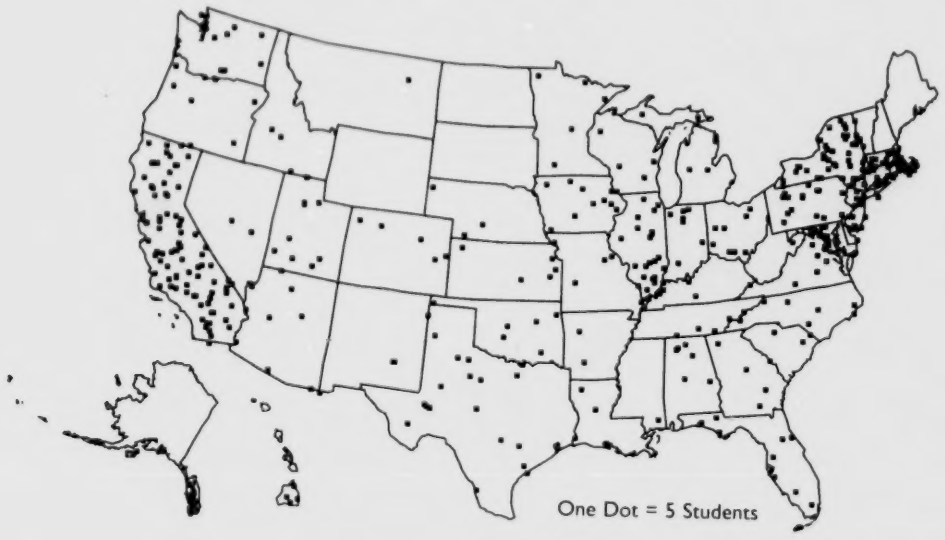
New Zealanders study primarily in California, the Northeast and the Midwest.



7.ii

DISTRIBUTION OF FOREIGN STUDENTS FROM AUSTRALIA, 1993/94

Australians are found in large numbers in the Northeast and California, as well as southern and western states.



8

The Primary Sources of Funding and Estimated Expenditures of Foreign Students

THE ECONOMICS OF EXCHANGE

- Nearly two-thirds (65%) of all foreign students receive the major portion of their funding for study in the United States from personal and family sources and almost three-quarters (73%) receive most of their funding from sources outside the United States.
- The most significant source of funding from within the United States is the institution the student attends. Colleges and universities in the United States provide the bulk of funding for 18.3% of the students, or more than twice as much as all other U.S. sources combined. The U.S. government provides support for 1.3% of foreign students.
- When interpreting primary-sources-of-funds data, it should be kept in mind that American colleges and universities are likely to be best informed about the contributions of their own funds and thus the percentage receiving primary support from these institutions may be overstated. The proportion of students receiving major support from the U.S. government is most likely understated since government funds are often channelled through a number of programs or awarded directly to a U.S. campus.

8.0

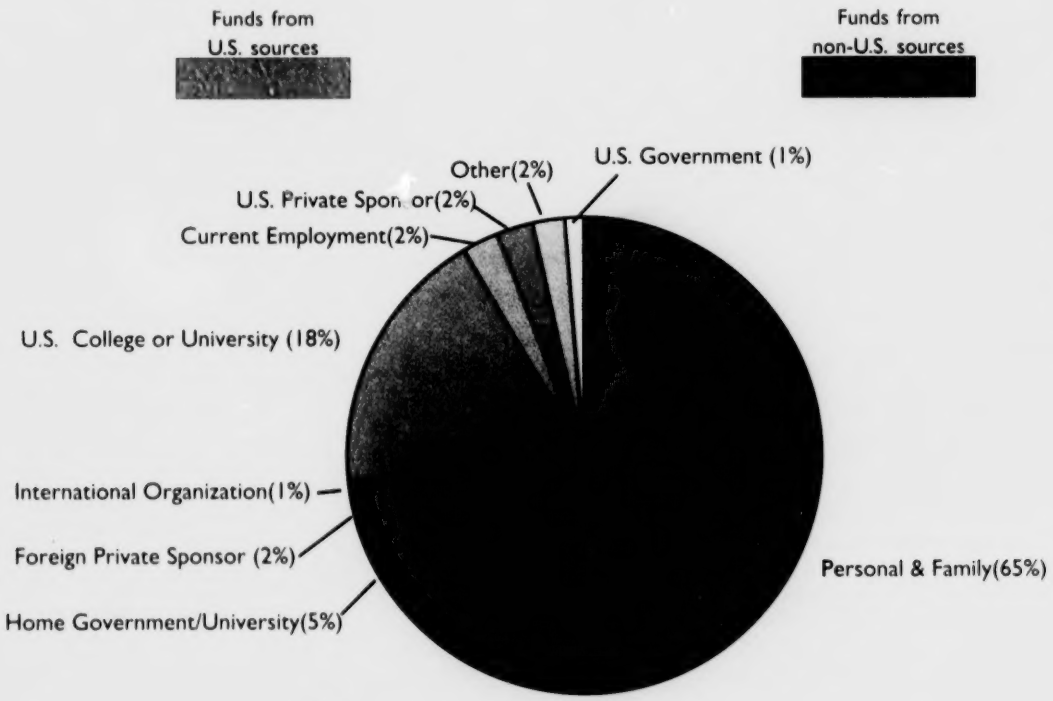
FOREIGN STUDENTS BY PRIMARY SOURCE OF FUNDS

Primary Source of Funds	1992/93 Foreign Students	% of Total	1993/94 Foreign Students	% of Total	% Change
Personal & Family	287,560	65.6	292,230	65.0	1.6
U.S. College or University	83,020	18.8	82,450	18.3	-0.7
Home Government/University	23,120	5.3	24,030	5.3	3.9
Current Employment	11,630	2.7	11,150	2.5	-4.1
U.S. Private Sponsor	10,790	2.5	11,140	2.5	3.2
Foreign Private Sponsor	9,230	2.1	10,810	2.4	17.1
U.S. Government	5,870	1.3	5,860	1.3	-0.2
International Organization	2,060	0.5	2,370	0.5	15.0
Other	5,340	1.2	9,710	2.2	81.8
TOTAL	**438,620**	**100.0**	**449,750**	**100.0**	**2.5**

8.a

FOREIGN STUDENTS BY PRIMARY SOURCE OF FUNDS, 1993/94

Foreign students get most of their money from personal or family resources or from other sources outside the United States.



8.1

PRIMARY FUNDING SOURCE WITHIN ACADEMIC LEVEL, 1993/94

Foreign undergraduates are overwhelmingly supported by themselves or their families; graduate students receive much more institutional support.

Primary Source of Funds	Under-graduate	Graduate	Other
Personal & Family	80.8	45.0	58.8
U.S. College or University	6.5	35.8	6.9
Home Govt/University	4.9	6.0	4.5
Current Employment	0.6	1.0	23.7
U.S. Private Sponsor	3.0	2.4	1.1
Foreign Private Sponsor	1.5	3.5	1.9
U.S. Government	1.0	1.8	1.1
International Organization	0.3	1.0	0.6
Other	1.5	3.5	1.5
TOTAL	**100.0**	**100.0**	**100.0**
NUMBER OF STUDENTS	**213,610**	**201,030**	**35,110**

Primary sources of funds by academic level

- More than eight of every ten international undergraduates (80.8%) draw the bulk of their funding for study from personal and family resources. Less than 7% are funded by any other single source: 6.5% are sponsored by the U.S. college or university they attend and 4.9% are financed by their home government or university. The U.S. government provides support for 1.0% of foreign undergraduates studying in this country.

- Almost half of the foreign graduate students draw the major part of their funding for study in this country from personal and family sources (45.0%). This proportion is much lower than the proportion of undergraduates who rely primarily on personal and family funds.

- Undergraduate and graduate international students also differ in the shares receiving primary support from the schools they attend. While only 6.5% of undergraduates receive the bulk of their funding from U.S. colleges and universities, 35.8% of foreign graduate students receive their primary support from this source, largely in the form of teaching or research assistantships. The U.S. government provides the primary support for 1.8% of foreign graduate students studying in this country.

Primary source of funding by Carnegie classification

- The pattern of support for foreign undergraduates appears generally similar across different types of institutions by Carnegie classification. (See Section 9 for a description of Carnegie Classification scheme.) The bulk of student support comes from personal and family sources in all types of institutions.
- Despite this basic similarity there are several apparent differences between institutional types. Community college students receive the largest share of support across institutional types from personal sources (87.3%) as well as from U.S. private sponsors (4.2%). Liberal arts institutions provide the largest proportion of student support from institutional sources (18.8%), while students attending doctoral and research institutions receive the greatest proportion of support from home governments (10.9%).

8.2

FUNDING BY CARNEGIE CLASSIFICATION, 1993/94

Undergraduate Source	Research I&II	Doctoral I&II	Master's I&II	Liberal Arts I&II	Community College
Personal & Family	78.0	70.5	81.5	74.1	87.3
U.S. College or U	6.2	8.6	7.1	18.8	0.8
Home Govt/University	7.0	10.9	5.5	3.1	2.4
U.S. Government Funds	0.8	0.2	0.9	0.4	1.6
U.S. Private Sponsor	1.3	2.8	3.0	2.5	4.2
Foreign Private Sponsor	1.3	2.1	0.9	0.5	2.1
Current Employment	0.4	0.6	0.6	0.1	1.1
International Org	0.4	0.2	0.2	0.2	0.0
Other Funds	4.4	4.1	0.4	0.3	0.5

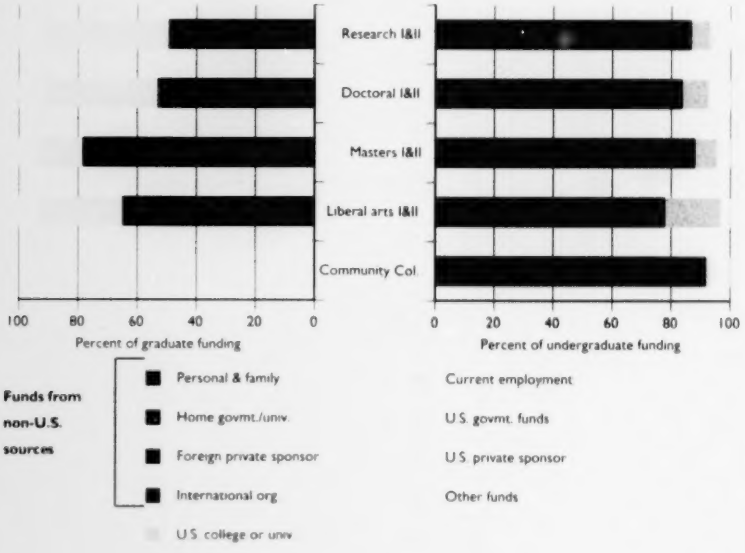
Graduate Source	Research I&II	Doctoral I&II	Master's I&II	Liberal Arts I&II
Personal & Family	38.2	44.4	73.0	55.1
U.S. College or U	41.4	38.7	15.6	28.6
Home Govt/University	6.2	5.8	3.4	5.3
U.S. Government Funds	2.4	1.2	1.0	0.0
U.S. Private Sponsor	1.2	3.2	3.7	6.0
Foreign Private Sponsor	3.9	2.4	1.5	0.3
Current Employment	0.8	1.6	0.9	0.3
International Org	1.1	0.4	0.6	4.3
Other Funds	4.9	2.2	0.3	0.3

Across Carnegie types, at least 80% or more of foreign undergraduates receive their primary support from non-U.S. sources; for graduate students, the level is lower.

8.b

FUNDING BY CARNEGIE CLASSIFICATION

At Research universities, more foreign graduate students receive institutional aid than provide their own support; at Doctoral I & II institutions, the proportion is close. Liberal arts institutions are more likely than any other type to provide support to undergraduates.



- At the graduate level there are important differences between the institutional types in the sources of financial support for foreign students. At research institutions a larger proportion of foreign students receive primary support from their university (41.4%) rather than from personal or family sources (38.2%). Just under half (49.5%) of foreign graduate students attending research institutions receive their primary source of support from non-U.S. institutions. Students at master's institutions in general provide their own support from personal sources (73%) while 15.6% receive primary support from their institution.

- In general across Carnegie types at least 80% of foreign undergraduates and typically more receive their primary source of support from non-U.S. sources. At the graduate level, the level of non-U.S. support is considerably lower. While undergraduate funding patterns are relatively similar, considerable variation in the sources of primary support exist at the graduate level by institutional type.

Education as Export

MICHAEL HAIGH

North Carolina State University

THE number of foreign students studying in the United States has climbed from approximately 20,000 at the end of World War II to more than 400,000 today. More than one-third of the over one million students throughout the world who receive all or part of their education in another country receive it in the United States. Even nations notoriously critical of the United States send their students to institutions here. These students not only contributed $6.8 billion to the U.S. economy in 1993 (a 10% increase over 1992) but also took home an appreciation for American communities, institutions and values. Education is one of the few remaining U.S. export industries on an upward trend. Viewed as a service export, the economic impact of education purchased by students from abroad is sizable.

Foreign students using external funds deposited in U.S. banks increase the domestic money supply and as a result, funds used by international students raise U.S. service exports in the balance of payments context. Additionally, deposits by international students in banks increase the pool of loanable funds within a state, presumably making credit easier and less costly for residents to obtain. The direct impact of a dollar spent by a foreign student is represented by a business's increase in sales. An indirect impact is represented by the increased sales experienced by other businesses in the region resulting from the initial dollar spent.

Thus the initial dollar received creates income for others who spend and create additional income for still others, creating a "multiplier" effect. The total regional economic impact is the sum of the direct and the series of indirect economic impacts. Economic impacts have been assessed in various studies using "multipliers" which estimate both direct and indirect impacts of international student spending, including resultant new household income, state tax revenues and resultant employment. According to one such study conducted at the University of Utah in 1982, the indirect impact of 4,362 international students created an estimated 2,386 new jobs, $38,417,000 new household income and $5,180,000 state tax revenue. The spending of foreign students should therefore be viewed as if it were an addition to aggregate demand, like the spending of domestic students. This additional demand benefits the state, and is in effect an "export" of goods and services to a particular brand of tourist.

Most states fail to have a coherent policy in their economic plans toward foreign students, but there are some exceptions. Florida has invited Latin American students to attend Florida institutions at in-state rates in order to promote state trade and national security interests. Massachusetts, through its Executive Office of Education, was so confident of the direct and indirect short-and-long term benefits of foreign students that money was lent from public and private sources to certain foreign students to study in the state. The foreign students would then return to their home countries and repay the money. Foreign student policy is increasingly viewed as a valuable adjunct to foreign policy. International students' awareness of their host country's customs, business practices and market opportunities makes them a potentially significant key to future exports and imports, as well as to overall global harmony. A related question in cultural policy is how the growth in knowledge and understanding among countries contributes to a more peaceful world. Foreign students contribute to this increase in international understanding, and at least marginally help break down cultural stereotypes and the rigidity of international boundaries.

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Foreign students spend more than $3.93 billion annually to live in the United States.

8.c

ESTIMATED FOREIGN STUDENT COST-OF-LIVING EXPENDITURES, 1994/95

Ten states received $141 million or more from foreign students attending colleges within their borders.

Cost-of-living expenditures by foreign students in the U.S.

- Presented here are estimated cost-of-living expenditures by foreign students in the United States based on information from two sources: 1) the number of foreign students reported for 1993/94 in the IIE Annual Census, and 2) the recommended Monthly Maintenance Rates (MMRs) for 1994/95 calculated by IIE for use by the Fulbright scholarship program.
- The MMRs are based on current cost-of-living information and comparative price indices in urban and nonmetropolitan areas. Since living costs vary in different regions of the United States and between urban and nonmetropolitan areas, IIE has located each Fulbright host institution within its appropriate geographical area and provided it with a specific MMR. It should be noted that the MMR includes living costs only; it does not include expenditures for tuition, fees, books, insurance, special equipment, travel or dependents.
- Estimates of foreign students' cost-of-living expenditures in each state is done by multiplying the MMR by nine (representing a nine-month academic year) and by the number of foreign students the institution reports. The estimated expenditures for each institution in a state are then totaled to arrive at a state figure. MMRs vary from region to region, but the average MMR for 1994/95 is $970.

8.3

ESTIMATED COST-OF-LIVING EXPENDITURES BY FOREIGN STUDENTS, 1994/95[1]

State	Foreign Students	Estimated Expenditures	State	Foreign Students	Estimated Expenditures
Alabama	5,212	$45,500,760	Nebraska	2,832	$24,723,360
Alaska	582	$5,080,860	Nevada	1,674	$14,614,020
Arizona	7,741	$67,578,930	New Hampshire	1,793	$15,652,890
Arkansas	2,633	$22,986,090	New Jersey	10,005	$87,343,650
California	56,673	$494,755,290	New Mexico	1,800	$15,714,000
Colorado	6,087	$53,139,510	New York	47,278	$412,736,940
Connecticut	5,839	$50,974,470	North Carolina	6,444	$56,256,120
Delaware	1,439	$12,562,470	North Dakota	1,842	$16,080,660
District of Columbia	9,067	$79,154,910	Ohio	16,170	$141,164,100
Florida	18,555	$161,985,150	Oklahoma	7,600	$66,348,000
Georgia	7,520	$65,649,600	Oregon	6,617	$57,766,410
Hawaii	5,625	$49,106,250	Pennsylvania	18,848	$164,543,040
Idaho	1,598	$13,950,540	Rhode Island	2,275	$19,860,750
Illinois	19,368	$169,082,640	South Carolina	3,228	$28,180,440
Indiana	8,755	$76,431,150	South Dakota	1,066	$9,306,180
Iowa	8,155	$71,193,150	Tennessee	4,726	$41,257,980
Kansas	7,668	$66,941,640	Texas	27,619	$241,113,870
Kentucky	3,535	$30,860,550	Utah	5,708	$49,830,840
Louisiana	6,246	$54,527,580	Vermont	923	$8,057,790
Maine	1,360	$11,872,800	Virginia	8,308	$72,528,840
Maryland	8,520	$74,379,600	Washington	10,164	$88,731,720
Massachusetts	24,327	$212,374,710	West Virginia	2,012	$17,564,760
Michigan	16,074	$140,326,020	Wisconsin	7,522	$65,667,060
Minnesota	6,517	$56,893,410	Wyoming	646	$5,639,580
Mississippi	2,153	$18,795,690	Guam	516	$4,504,680
Missouri	8,576	$74,868,480	Puerto Rico	833	$7,272,090
Montana	1,290	$11,261,700	Virgin Islands	187	$1,632,510
			TOTAL	**449,749**	**$3,926,326,230**[2]

[1] Based on these calculations, foreign students in 1994/95 will spend almost $4 billion in living expenses alone in their host state.

[2] This figure is certainly conservative. If tuition, fees and expenditures beyond minumum maintenance were included, the estimate would undoubtedly be much higher.

Calculating the Economic Impact of Foreign Students

An Institutional Perspective

DAVID J. LYMAN AND KENNETH A. ROGERS
Indiana University

COLLEGE and university administrators with responsibility for foreign student admissions and services are frequently called upon to justify the enrollment of students from abroad at their institutions. While most would probably prefer to stress the cultural and intellectual enrichment such students contribute to campus life, many would undoubtedly like to call attention to the economic benefits they bring to the institution and to the community.

Studies conducted at Indiana University and several other institutions in recent years indicate that foreign students represent a highly desirable clientele for U.S. higher education in the 1990s, not only because of their academic strengths, but because enrolling such students is also cost effective.

It is a misconception that foreign students are generally unable to pay for a U.S. education and that most receive major financial support from the institution they attend. College and university administrators and faculty need to have adequate data and authoritative analyses regarding the economic impact of foreign students if they are to plan and implement sound institutional programs and policies in the 1990s and beyond.

From our experience compiling annual reports on the economic impact of foreign students attending our multi-campus university, the foreign student enrollment data collected for submission to IIE in the fall every year enable us to compute foreign students expenditures for tuition and maintenance in a given year. Outlined below are the steps we recommend to accurately assess the overall impact of foreign students at a given institution in your state or locality:

Step 1: Estimate the amount a single foreign student pays for tuition and fees per academic year.

Step 2: Estimate the amount a single foreign student pays for room and board for 12 months. Nonresidential institutions can calculate room

Continued...

It is a misconception that foreign students are unable to pay for a U.S. education and that most receive major financial support from their U.S. college or university.

Calculating the Economic Impact of Foreign Students

...Continued

In many U.S. localities, the export benefits attributable to enrolling foreign students will far exceed those of local businesses selling goods or services abroad.

and board by using the recommended MMRs (Monthly Maintenance Rates) as calculated by IIE for use by the Fulbright scholarship program.

Step 3: Estimate the amount a single foreign student pays for incidental expenses for 12 months.

Step 4: Add amounts from Steps 1+2+3 to arrive at total estimated expenses.

Step 5: Estimate total amount of institutional funding provided to all currently enrolled foreign students per academic year. This figure includes scholarships, fee remissions, assistantships and other employment plus benefits.

Step 6: Subtract amount in Step 5 from total in Step 4 to arrive at the total net revenue per foreign student realized by an institution.

Step 7: Multiply the total net revenue per student (Step 6) by the number of foreign students enrolled to arrive at the estimated economic impact of foreign students.

The economic impact of enrolling foreign students may not be altogether complete from the "bottom line" totals arrived at by following the steps above. Every dollar introduced into the economy by a foreign student is subject to a "multiplier" factor which in turn generates additional income and employment as well as consumer demand for products and services. Some economists consider the economic benefit of enrolling foreign students to be comparable to that of "export" benefits from local industries. In many localities the export benefits attributable to the former will far exceed those of the local businesses selling goods or services abroad.

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Kenneth Rogers is an Associate Dean of International Programs and Director of International Services at Indiana University. He is currently serving as NAFSA Vice President for Regional Affairs.

9

Foreign Student Enrollments on U.S. Campuses

INSTITUTIONS

- The focus of this section is to stimulate and inform the policy dialogue on college campuses concerning international students. While foreign students remain a relatively small percent of overall enrollments in American higher education, at many institutions and within many academic programs foreign students are an increasingly important segment. Faculty members and academic administrators understand that tomorrow's college graduate will be working in a tightly knit global community. This reality suggests that developing an international presence on campus is one way in which colleges can meet the challenges of our complex, networked world. On many campuses the policy dialogue has not yet been fully joined with issues such as foreign student admissions, test scores, tuition, services, faculty development and organizational structures. Each one of these issues and others are likely to affect foreign student enrollments on any given campus.
- Policy discussions are confused by the very diversity of American higher education. Institutions differ considerably in size, location, governance and especially mission. Institutions with differing missions and sizes do offer very different contexts and ought to be compared with other like institutions.

Academic policy makers and researchers find the Carnegie Classification system a useful tool in managing this variety because it provides summary classifications of institutions by mission and, to a lesser extent, by size. Academic administrators who wish to consider institutional policies or organizational features benefit from comparisons with other similar institutions.

- This section will present an analysis of foreign student enrollments on U.S. campuses by institutional type and size.

Foreign Student Totals by Carnegie Classification

- When examined by Carnegie Classification, Research I institutions host the largest number (152,561) of international students. These institutions host just over a third of all international students. The 87 reporting universities host an average of 1,745 international students each.
- Master's I institutions (80,469) and the Associate of Arts Colleges (61,278) host over 141,000 students collectively. Each of the Master's I institutions hosts an average of 191 international students while the Associate of Arts Colleges host an average of only 68 each.

What Is the Carnegie Classification System?

THE Carnegie Classification of Higher Education groups American colleges and universities according to their missions. This classification was developed by Clark Kerr in 1970, primarily to improve the precision of the Carnegie Commissions research. Over the years the system has gained credibility and served as a helpful guide for scholars and researchers.

The Carnegie Classification is not intended to establish a hierarchy among higher learning institutions. Rather, the aim is to cluster institutions with similar programs and purposes. We have in this country a rich array of institutions serving a variety of needs, and there are institutions of distinction in every category of the Carnegie Classification. The Carnegie Classification utilizes survey data from the U.S. Department of Education Integrated Post-secondary Education Data System (IPEDS), the National Science Foundation, the College Board and the 1994 *Higher Education Directory*, published by Higher Education Publications, Inc. (HEP).

Definitions of Types of Institutions:

Research Universities I: These institutions offer a full range of baccalaureate programs, are committed to graduate education through the doctorate and give high priority to research. They award 50 or more doctoral degrees each year. In addition they receive $40 million or more annually in federal support.

Research Universities II: These institutions offer a full range of baccalaureate programs, are committed to graduate education through the doctorate and give high priority to research. They award 50 or more doctoral degrees each year. In addition they receive between $15.5 million and $40 million or more annually in federal support.

Doctoral Universities I: These institutions offer a full range of baccalaureate programs and are committed to graduate education through the doctorate. They award at least 40 doctoral degrees annually in five or more disciplines.

Doctoral Universities II: These institutions offer a full range of

What Is the Carnegie Classification System?

baccalaureate programs and are committed to graduate education through the doctorate. They award annually at least ten doctoral degrees—in three or more disciplines—or 20 or more doctoral degrees in one or more disciplines.

Master's Universities and Colleges I: These institutions offer a full range of baccalaureate programs and are committed to graduate education through the master's degree. They award 40 or more master's degrees annually in three or more disciplines.

Master's Universities and Colleges II: These institutions offer a full range of baccalaureate programs, are committed to graduate education through the master's degree. They award 20 or more master's degrees annually in one or more disciplines.

Baccalaureate Colleges I: These institutions are primarily undergraduate colleges with major emphasis on baccalaureate degree programs. They award 40% or more of their baccalaureate degrees in liberal arts fields and are restrictive in admissions.

Baccalaureate Colleges II: These institutions are primarily undergraduate colleges with major emphasis on baccalaureate degree programs. They award less than 40% of their baccalaureate degrees in liberal arts fields or are less restrictive in admissions.

Associate of Arts Colleges: These institutions offer associate of arts certificate or degree programs and, with few exceptions, offer no baccalaureate degrees.

Professional and Specialized Institutions: These institutions offer degrees ranging from the bachelor's to the doctorate. At least 50 % of the degrees awarded by these institutions are in a single discipline. Specialized institutions include: theological seminaries, medical schools and other health-related schools, schools of engineering, business, art, law, teachers' colleges, tribal colleges and other specialized institutions.

Source: The Carnegie Foundation For The Advancement Of Teaching

- The United States has a major resource in the number and variety of post-secondary institutions. These institutions serve a variety of educational needs of students seeking an international education. International students are a presence at institutions in each Carnegie category.
- The following figures in this chapter describe the international presence among the nation's colleges and universities by Carnegie Classification. Each figure shows a scatterplot of institutions by total enrollment and number of foreign students. The plotted line on each figure represents the expected number of foreign students in institutions of different sizes based on a statistical model. Actual values are shown for reference. The top 20 institutions in each class that have more students than would be expected for their institutional size are highlighted. This comparison is made possible from a computer analysis of 2,215 colleges and universities that responded to the IIE Annual Census and were classified by the Carnegie Foundation for the Advancement of Teaching.

■ The tables which accompany each figure present two sets of institutional rankings. The first lists the top 20 foreign student host institutions within classification, regardless of institutional size. The second lists the top 20 colleges and universities which host the most foreign students in their institutional classification, above what would be expected on the basis of institutional size alone. The column labeled "Residual" refers to the difference between the number of foreign students enrolled and the number expected based on institutional size.

9.0

FOREIGN STUDENT TOTALS BY INSTITUTIONAL TYPE, 1993/94

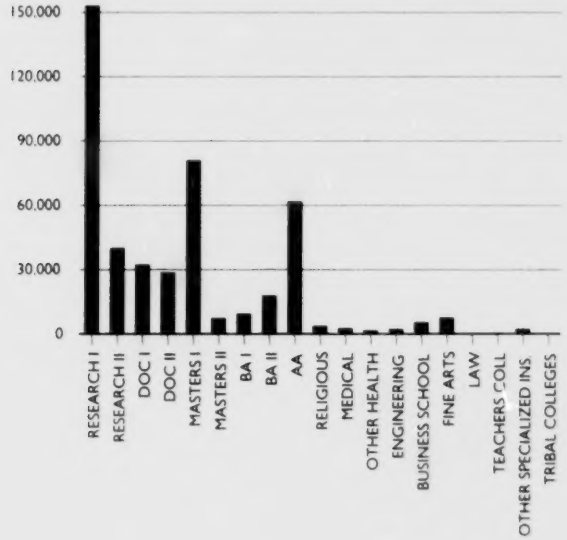
Not surprisingly, Research I and II institutions host the largest number of foreign students—just over a third of the total.

Category	Average # of Foreign Students	Foreign Students	Institutions Reporting
TOTAL CENSUS	**175**	**449,749**	**2,557**
RESEARCH I	1,745	152,561	87
RESEARCH II	1,065	39,607	37
DOCTORAL I	634	31,836	50
DOCTORAL II	470	28,326	60
MASTER'S I	191	80,469	420
MASTER'S II	77	6,923	89
BACCALAUREATE I	55	8,954	162
BACCALAUREATE II	42	17,469	417
ASSOCIATE DEGREE	68	61,278	893
RELIGIOUS	27	3,342	124
MEDICAL	72	2,172	30
OTHER HEALTH INST	42	1,140	27
ENGINEERING	86	1,824	21
BUSINESS SCHOOL	112	4,958	44
FINE ARTS	156	7,055	45
LAW	3	12	4
TEACHERS' COLLEGES	19	77	4
OTHER SPECIALIZED INST	44	1,733	39
TRIBAL COLLEGES	4	14	4

9.a

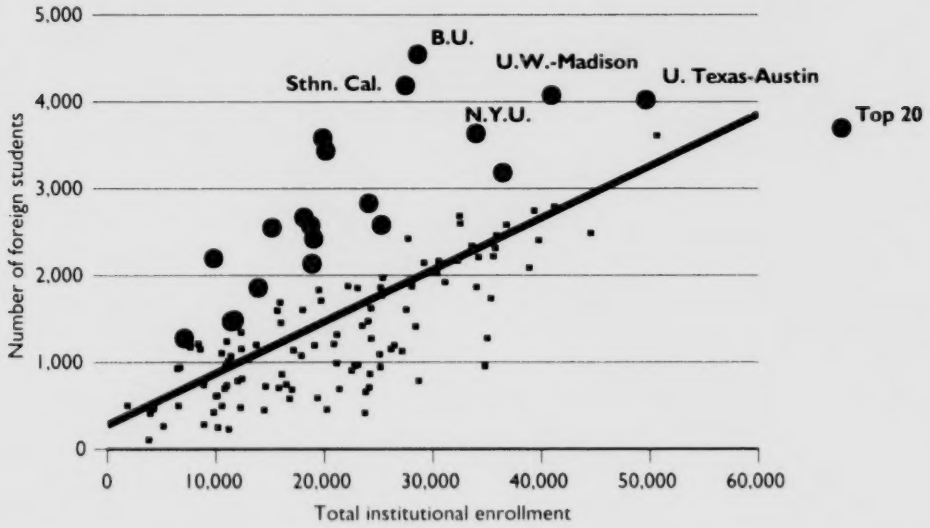
FOREIGN STUDENT TOTALS BY INSTITUTIONAL TYPE, 1993/94

Together, Master's I and II institutions enroll more foreign students than Doctoral I and II combined.



9.b

TOP 20 RESEARCH INSTITUTIONS, 1993/94



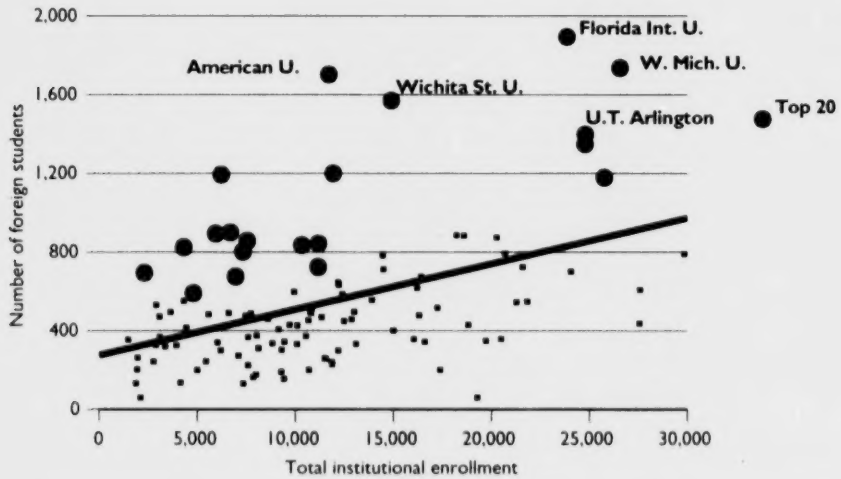
9.1

FOREIGN STUDENT ENROLLMENTS BY INSTITUTIONAL TYPE: TOP 20 RESEARCH INSTITUTIONS, 1993/94

Top 20 Research Institutions	Total Enrollment	Foreign Students	Top 20 Accounting for Size	Total Enrollment	Foreign Students	Residual
Boston University	28,594	4,547	Boston University	28,594	4,547	2,564
So CA, University of	27,465	4,189	So CA, University of	27,465	4,189	2,273
Wisconsin–Madison, U of	40,924	4,076	Columbia University	19,853	3,585	2,124
Texas–Austin, University of	49,617	4,024	Pennsylvania, University of	20,130	3,436	1,958
New York University	33,973	3,636	Stanford University	15,175	2,550	1,368
Ohio State U, Main Campus	50,623	3,612	Wisconsin–Madison, U of	40,924	4,076	1,357
Columbia University	19,853	3,585	MA Inst of Technology	9,790	2,198	1,338
Pennsylvania, University of	20,130	3,436	New York University	33,973	3,636	1,332
IL–Urbana-Champaign, U of	36,436	3,183	Harvard University	18,109	2,670	1,313
So IL University, Carbondale	24,083	2,832	Cornell University	18,743	2,573	1,178
Texas A&M U, Main Campus	41,171	2,793	So IL University, Carbondale	24,083	2,832	1,118
MN–Twin Cities, University of	39,315	2,747	George Washington University	19,012	2,423	1,012
Maryland College Park, U of	32,441	2,687	Iowa State University	25,250	2,582	799
Harvard University	18,109	2,670	Texas–Austin, University of	49,617	4,024	785
Houston, University of	32,500	2,599	Miami, University of	13,904	1,859	753
Michigan–Ann Arbor, U of	36,758	2,584	Hawaii–Manoa, University of	18,847	2,136	735
Iowa State University	25,250	2,582	IL–Urbana-Champaign, U of	36,436	3,183	732
Cornell University	18,743	2,573	Carnegie-Mellon University	7,090	1,276	577
Stanford University	15,175	2,550	Chicago, University of	11,427	1,471	513
Arizona State University	44,550	2,487	Northwestern University	11,684	1,485	512

9.c

TOP 20 DOCTORAL INSTITUTIONS, 1993/94



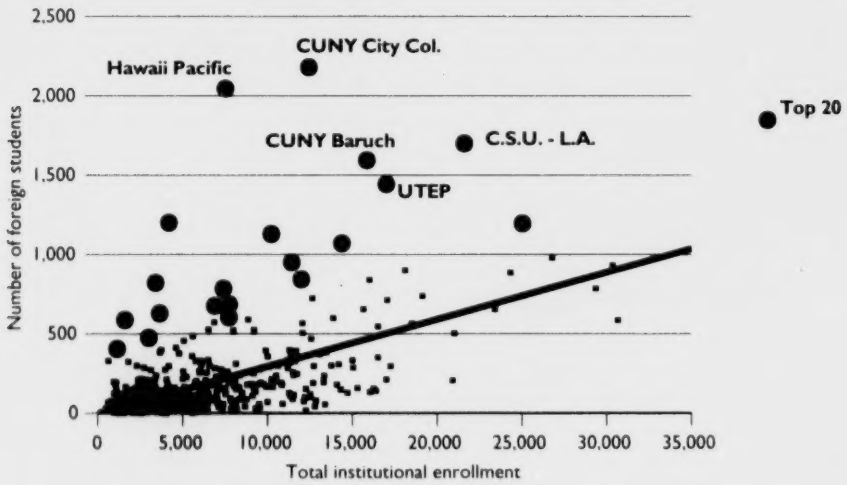
9.2

FOREIGN STUDENT ENROLLMENTS BY INSTITUTIONAL TYPE: TOP 20 DOCTORAL INSTITUTIONS, 1993/94

Top 20 Doctoral Institutions	Total Enrollment	Foreign Students	Top 20 Accounting for Size	Total Enrollment	Foreign Students	Residual
Florida International University	23,842	1,895	American University	11,708	1,703	1,155
Western Michigan University	26,555	1,737	Florida International University	23,842	1,895	1,065
American University	11,708	1,703	Wichita State University	14,892	1,571	949
Wichita State University	14,892	1,571	Western Michigan University	26,555	1,737	843
Texas–Arlington, University of	24,783	1,399	New Sch for Soc Research	6,225	1,194	773
Toledo, University of	24,771	1,349	Drexel University	11,927	1,200	647
Drexel University	11,927	1,200	Texas–Arlington, University of	24,783	1,399	547
New Sch for Soc Research	6,225	1,194	Toledo, University of	24,771	1,349	497
North Texas, University of	25,759	1,179	Florida Inst of Technology	5,947	894	480
IL Inst of Technology	6,693	900	IL Inst Technology	6,693	900	469
Florida Inst of Technology	5,947	894	CUNY Grad Sch & U Center	4,314	824	448
St John's University	18,216	886	NJ Inst of Technology	7,551	857	406
Cleveland State University	18,600	884	Stevens Inst of Technology	2,300	695	366
Alabama, University of	20,262	874	San Francisco, University of	7,328	802	356
NJ Inst of Technology	7,551	857	Nevada–Reno, University of	10,334	835	319
Florida Atlantic University	11,181	843	Florida Atlantic University	11,181	843	307
Nevada–Reno, University of	10,334	835	North Texas, University of	25,759	1,179	304
CUNY Grad Sch & U Center	4,314	824	Denver, University of	6,953	676	238
San Francisco, University of	7,328	802	Missouri–Rolla, University of	4,800	591	204
Georgia State University	20,686	793	Missouri–Kansas City, U of	11,159	724	189

9.d

TOP 20 MASTER'S INSTITUTIONS, 1993/94



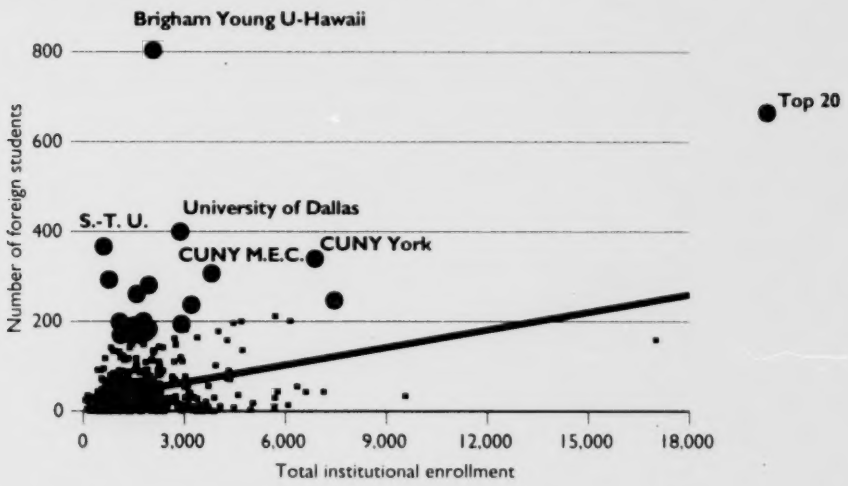
9.3

FOREIGN STUDENT ENROLLMENTS BY INSTITUTIONAL TYPE: TOP 20 MASTER'S INSTITUTIONS

Top 20 Master's Institutions	Total Enrollment	Foreign Students	Top 20 Accounting for Size	Total Enrollment	Foreign Students	Residual
CUNY City College	12,443	2,180	Hawaii Pacific University	7,526	2,045	1,825
Hawaii Pacific University	7,526	2,045	CUNY City College	12,443	2,180	1,815
CA State U, Los Angeles	21,596	1,700	CUNY Baruch College	15,851	1,594	1,128
CUNY Baruch College	15,851	1,594	Oklahoma City University	4,200	1,200	1,078
Texas–El Paso, University of	17,000	1,443	CA State U, Los Angeles	21,596	1,700	1,064
Oklahoma, City University of	4,200	1,200	Texas–El Paso, University of	17,000	1,443	943
Eastern Michigan University	25,024	1,196	NY Inst Tech Campuses	10,221	1,129	829
NY Inst Tech Campuses	10,221	1,129	Lake Superior State University	3,407	822	724
Cntrl Oklahoma, University of	14,378	1,070	Cntrl Oklahoma, University of	14,378	1,070	648
CA State U, Long Beach	26,772	979	District of Columbia, U of	11,422	951	616
District of Columbia, U of	11,422	951	Golden Gate University	7,400	785	569
San Jose State University	30,338	931	Bridgeport, University of	1,605	587	542
CUNY Queens College	18,097	900	Minot State University	3,649	629	524
CA State U, Fullerton	24,317	886	South Alabama, University of	11,990	844	492
South Alabama, University of	11,990	844	New Haven, University of	6,889	677	476
CUNY Brooklyn College	16,000	840	Eastern Michigan University	25,024	1,196	459
Lake Superior State University	3,407	822	Hartford, University of	7,740	685	459
San Francisco State University	29,340	785	Niagara University	3,006	475	389
Golden Gate University	7,400	785	Santa Clara University	7,725	604	378
CA State University, Fresno	19,120	739	West Coast U, Main Campus	1,142	405	374

9.e

TOP 20 BACCALAUREATE INSTITUTIONS, 1993/94



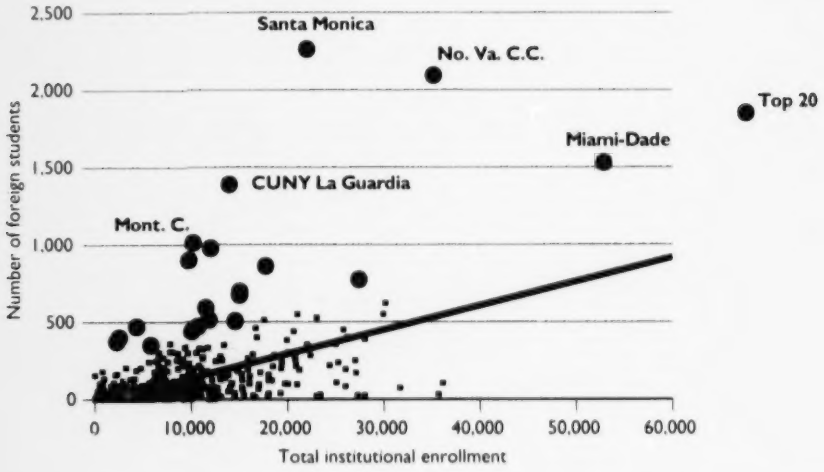
9.4

FOREIGN STUDENT ENROLLMENTS BY INSTITUTIONAL TYPE: TOP 20 BACCALAUREATE INSTITUTIONS, 1993/94

Top 20 Baccalaureate Institutions	Total Enrollment	Foreign Students	Top 20 Accounting for Size	Total Enrollment	Foreign Students	Residual
Brigham Young U–Hawaii	2,055	804	Brigham Young U–Hawaii	2,055	804	753
Dallas, University of	2,870	400	Dallas, University of	2,870	400	338
Salem-Teikyo University	597	367	Salem–Teikyo University	597	367	335
CUNY York College	6,869	340	Teikyo Westmar University	757	293	258
CUNY Medgar Evers College	3,800	307	CUNY Medgar Evers College	3,800	307	233
Teikyo Westmar University	757	293	Mount Holyoke College	1,932	281	231
Mount Holyoke College	1,932	281	CUNY York College	6,869	340	226
Maine–Presque Isle, U of	1,577	261	Maine–Presque Isle, U of	1,577	261	216
Houston-Downtown, U of	7,447	247	Lewis & Clark College	3,202	237	171
Lewis & Clark College	3,202	237	Tri-State University	1,076	199	160
Columbia College	5,689	212	St Augustine's College	1,775	200	152
Mercy College	6,138	201	Morris Brown College	1,781	200	152
Southern Colorado, U of	4,682	200	Manhattanville College	1,500	191	147
Morris Brown College	1,781	200	Rio Grande, University of	1,937	183	133
St Augustine's College	1,775	200	Smith College	2,911	194	131
Tri-State University	1,076	199	Dordt College	1,104	170	131
Hawaii–Hilo, University of	4,450	196	Bryn Mawr College	1,847	176	127
Smith College	2,911	194	Ohio Dominican College	1,428	170	127
Manhattanville College	1,500	191	Oakwood College	1,451	169	125
Rio Grande, University of	1,937	183	Houston-Downtown, U of	7,447	247	125

9.f

TOP 20 ASSOCIATE INSTITUTIONS, 1993/94



9.5

FOREIGN STUDENT ENROLLMENTS BY INSTITUTIONAL TYPE: TOP 20 ASSOCIATE INSTITUTIONS, 1993/94

Top 20 Associate Institutions	Total Enrollment	Foreign Students	Top 20 Accounting for Size	Total Enrollment	Foreign Students	Residual
Santa Monica College	22,031	2,262	Santa Monica College	22,031	2,262	1,936
Northern VA CC	35,195	2,093	Northern VA CC	35,195	2,093	1,562
Miami-Dade CC	52,825	1,530	Montgomery College, Rockville	13,953	1,388	1,188
Montgomery College, Rockville	13,953	1,388	CUNY La Guardia CC	10,200	1,011	870
CUNY La Guardia CC	10,200	1,011	Edmonds CC	12,000	976	807
Edmonds CC	12,000	976	Delgado CC	9,742	900	766
Delgado CC	9,742	900	Miami-Dade CC	52,825	1,530	724
Los Angeles City College	17,703	861	Los Angeles City College	17,703	861	603
Broward CC	27,400	773	CUNY Boro of Manhattan CC	15,020	695	479
CUNY Boro of Manhattan CC	15,020	695	East Los Angeles College	15,000	674	458
East Los Angeles College	15,000	674	Seattle Central CC	11,500	591	429
Pima CC	30,145	621	Montgomery C Takoma Park	4,328	470	420
Seattle Central CC	11,500	591	Fashion Inst of Design Merch	2,530	400	378
City College San Francisco	29,924	550	Broward CC	27,400	773	364
Pasdena City College	21,002	550	Guam CC	2,261	373	355
San Antonio College	23,000	528	Glendale CC	11,836	514	347
Glendale CC	11,836	514	Citrus College	10,685	470	321
Sacramento City College	17,548	512	Collegein Co CC Dist	10,057	440	301
Houston CC	14,533	505	Houston CC	14,533	505	296
Citrus College	10,685	470	Red Rock CC	5,800	350	277

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What Internationalization Means

JAN AFONSO
University of Michigan

WHEN we discuss the internationalization of American higher education, there are three points on which most of us as practitioners and researchers agree. First, we accept that the extent to which our nation will prosper in the future will depend on our ability to live and perform in increasingly international context. Second, while we admit we do not fully understand concepts such as global competence and international awareness, we do agree that these are the types of characteristics needed. And finally we agree that colleges and universities have a role in providing workers, scholars and leaders with these characteristics.

When our programs are threatened with cutbacks, we are wise to realize that those who make the decisions and allocate resources often heed the advice, "In God we trust: all others bring data."

There is much justification for developing the international dimension of colleges and universities, but to do so we must go beyond the points on which we all agree to the more laborious task of seeking answers to difficult questions. What are the activities, curricular and otherwise, through which institutions address international education? What activities merit continued support when resources dwindle? Do international activities and curricula actually lend to meaningful internationalization of a campus and its students?

It is true that research often confirms what we already assume to be true; in this sense perhaps we sometimes sprinkle holy water on the obvious. But often our efforts reveal the unexpected or suggest unimagined courses of action. In either case, it serves our purposes to know all we can about what it is we do. When our programs are threatened with cutbacks, we are wise to realize that those who make decisions and allocate resources often heed the advice, "In God we trust; all others bring data."

Dr. Afonso is an academic counselor at the University of Michigan where she holds various responsibilities related to international education. Her International Dimension Index (IDI) has been widely used by American research universities to assess international programs at the institutional level.

10

Academic and Personal Characteristics of Foreign Students

ACADEMIC/PERSONAL

- The first of the three major parts of this section addresses the fields of study chosen by foreign students. For many years foreign students have been an important part of academic life in many disciplines, especially in science and engineering. The foreign student enrollments by field of study in the 1993/94 academic year are supplemented by field of study enrollment data over time to provide a context for assessing emerging trends. These enrollments are then broken down by college and university type. Here colleges and universities are grouped according to their Carnegie classification. Data on foreign students enrollments by discipline is analyzed to show the relationship between institutional type and the academic fields that are pursued by foreign students. For many years there has been concern about the relative levels of interest shown by foreign students and U.S. students in various disciplines, especially in science and engineering. Here we present a comparison of academic degree awards by discipline in the United States with foreign student enrollments in those disciplines.

- The second part of this section focuses on foreign student enrollments by academic level. In section Four academic level was examined by nationality. In this part aggregate level data will be examined for trends over time as well as by institutional type and by the personal characteristics of foreign students.

■ **Finally, the third part of this section describes the foreign student population by gender, marital status and visa type. Data for the 1993/94 academic year is presented along with an analysis of trends over time. Enrollment status information is also presented as well an an analysis of institutional type by gender and enrollment status.**

Field of Study

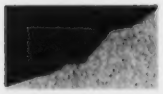
- A striking change in the fields chosen by international students in 1993/94 is increased enrollments in fields not traditionaly selected by overseas students. Notable is the 12.3% increase over 1992/93 in education, the 8.8% increase in health sciences, the 7.5% increase in the social sciences and the 6.9% increase in the fine and applied arts. These changes are in contrast to the drops in enrollments in mathematics and computer sciences (-2.2%), engineering (-1.6%) and business (-1.0%). The physical and life sciences remained virtually unchanged with a modest increase in enrollments of 0.3%. Business and engineering disciplines have historically been the major areas of choice among international students in general.
- Despite the changes noted above, business and management continues as the most popular field of study among foreign students this year. Numbering over 87,000, foreign students concentrating in business fields make up just over 19% of the entire foreign student population. Engineering, the second most popular field, enrolls 76,055 or almost 17%.
- Enrollments in the physical and life sciences total 39,614 (8.8%) and "other" fields (liberal arts, law, communications, etc.) enroll a similar amount (39,613). Math and computer sciences enroll 8.0% or 36,153 international students.

10.0

FOREIGN STUDENTS BY FIELD OF STUDY, 1992/93 - 1993/94

Field of Study	1992/93 Foreign Students	1992/93 % of Total	1992/93 % Change	1993/94 Foreign Students	1993/94 % of Total	1993/94 % Change
Agriculture, Total	**8,960**	**2.1**	**10.3**	**9,361**	**2.1**	**4.5**
Agricultural Sciences	5,360	1.2	10.1	5,227	1.2	-2.5
Agribusiness & Agricultural Production	2,030	0.5	-2.4	2,233	0.5	10.0
Conservation & Renewable Natural Resources	1,570	0.4	34.2	1,902	0.4	21.1
Business & Management, Total	**88,120**	**20.1**	**4.2**	**87,268**	**19.4**	**-1.0**
Business & Management, General	80,860	18.4	5.1	82,331	18.3	1.8
Marketing & Distribution	2,600	0.6	-22.6	4,147	0.9	59.5
Consumer, Personal & Misc Services	680	0.2	17.2	790	0.2	16.1
Education	**12,160**	**2.8**	**-4.3**	**13,657**	**3.0**	**12.3**
Engineering, Total	**77,280**	**17.6**	**4.2**	**76,055**	**16.9**	**-1.6**
Engineering, General	69,490	15.8	4.8	69,885	15.5	0.6
Engineering-Related Technologies	6,400	1.5	-3.6	4,708	1.0	-26.4
Transportation & Material Moving	810	0.2	32.8	863	0.2	6.6
Mechanics & Repairers	290	0.1	0.0	292	0.1	0.8
Construction Trades	160	—	14.3	150	0.0	-6.3
Precision Production	130	—	-7.1	156	0.0	20.1

10.0 (cont.)



FOREIGN STUDENTS BY FIELD OF STUDY, 1992/93 - 1993/94

Field of Study	1992/93 Foreign Students	1992/93 % of Total	1992/93 % Change	1993/94 Foreign Students	1993/94 % of Total	1993/94 % Change
Fine & Applied Arts, Total	**22,550**	**5.1**	**4.9**	**24,097**	**5.4**	**6.9**
Visual & Performing Arts	16,420	3.7	6.9	18,150	4.0	10.5
Architecture & Environmental Design	5,640	1.3	1.1	5,946	1.3	5.4
Industrial Arts	490	0.1	-10.9	—	—	—
Health Sciences, Total	**18,180**	**4.1**	**6.3**	**19,786**	**4.4**	**8.8**
Health Sciences	14,970	3.4	5.1	19,723	4.4	31.8
Allied Health	3,210	0.7	12.6	62	0.0	-98.1
Humanities, Total	**16,800**	**3.9**	**6.6**	**17,007**	**3.8**	**1.2**
Letters	6,540	1.5	8.8	6,224	1.4	-4.8
Foreign Languages	4,440	1.0	5.5	4,832	1.1	8.8
Theology	3,800	0.9	3.8	4,087	0.9	7.6
Philosophy & Religion	2,020	0.5	7.4	1,864	0.4	-7.7
Mathematics & Computer Sciences, Total	**36,980**	**8.4**	**0.8**	**36,153**	**8.0**	**-2.2**
Computer & Information Sciences	28,250	6.4	1.1	27,225	6.1	-3.6
Mathematics	8,730	2.0	0.1	8,928	2.0	2.3
Physical & Life Sciences, Total	**39,490**	**9.0**	**6.6**	**39,614**	**8.8**	**0.3**
Physical Sciences	22,060	5.0	5.3	20,462	4.5	-7.2
Life Sciences	16,500	3.8	9.3	18,124	4.0	9.8
Science Technologies	930	0.2	-5.1	1,028	0.2	10.6
Social Sciences, Total	**33,260**	**7.6**	**4.9**	**35,752**	**7.9**	**7.5**
Social Sciences, General	22,710	5.2	4.2	23,164	5.2	2.0
Psychology	5,310	1.2	11.8	5,614	1.2	5.7
Public Affairs	2,940	0.7	5.4	3,467	0.8	17.9
Area & Ethnic Studies	1,490	0.3	-5.1	1,606	0.4	7.8
Protective Services	530	0.1	26.2	521	0.1	-1.7
Parks & Recreation[1]	280	0.1	-28.2	1,379	0.3	392.7
Other, Total	**39,070**	**8.9**	**8.3**	**39,613**	**8.8**	**1.4**
Liberal Arts/General Studies	19,110	4.4	11.8	20,213	4.5	5.8
Communications	8,180	1.9	12.8	8,734	1.9	6.8
Law	2,740	0.6	-6.5	3,084	0.7	12.5
Multi/Interdisciplinary Studies	2,520	0.6	1.2	2,963	0.7	17.6
Personal & Social Development	2,590	0.6	12.1	—	—	—
Home Economics	2,240	0.5	3.2	2,570	0.6	14.7
Library & Archival Sciences	650	0.1	-14.5	670	0.1	3.0
Vocational Home Economics	630	0.1	18.9	625	0.1	-0.8
Communications Technologies	410	0.1	-25.5	678	0.2	65.5
Military Sciences	—	—	—	—	—	—
Military Technologies	—	—	—	76	—	—
Intensive English Language	**17,640**	**4.0**	**1.1**	**17,154**	**3.8**	**-2.8**
Undeclared	28,130	6.4	5.1	34,209	7.6	21.6
TOTAL	**438,620**	**100.0**	**4.5**	**449,750**	**100.0**	**2.5**

[1] The large increases in these fields may be due in part to the combining of fields as part of IIE's conversion to the 1990 National Center of Educational Statistics field codes.

- Engineering, the favored field among foreign students throughout much of the history of the Census, has experienced greatly decelerated growth in recent years and is now second to business in popularity. In the late 1980s and early 1990s the average rate of growth in engineering enrollments was less than 1%, while during that same period business and management enrollment grew at a rate of 10% a year. The 1993/94 Census marks the first time in recent years that both of these fields posted decreases in the absolute number of enrolled foreign students.

- While math and computer sciences continues to draw a sizable 8.0% of the international student body, growth in this field has fallen off in recent years. In the early 1980s the average yearly rate of growth was 16%. In the latter part of that decade, however, math and computer sciences was averaging only a 1% yearly increase. During the same period, demand for physical and life science fields went up significantly. In the latter part of the 1980s, the average yearly rate of growth of physical and life sciences was 7%.

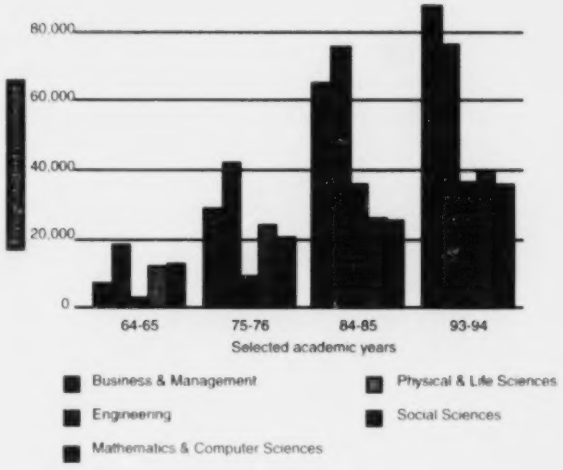
- In the history of the Census the "other" fields have continued to attract greater proportions of international students while those drawn to the social sciences have declined or remained flat. In 1964/65 the "other" fields claimed less than 1% of declared majors, while in 1993/94 that figure is closer to 9%. The share of international students studying the social sciences declined from 15.3% in 1965 to half that proportion, but has recently been increasing.

- Over the past two decades the popularity of the humanities has declined considerably. In 1965 it was the third most popular field, enrolling nearly 15% of all international students. By the mid-1970s, however, it drew only about 8%, and from the mid-1980s it has had less than 4% of foreign students.

10.a

FOREIGN STUDENTS BY SELECTED FIELDS OF STUDY, SELECTED YEARS

While business and management has sustained continued growth since 1964, growth in engineering has flattened.



10.1

FOREIGN STUDENT TOTALS BY MAJOR FIELDS, SELECTED YEARS

1964/65

Field of Study	Foreign Students	% of Total
Agriculture	3,211	3.9
Business & Management	7,116	8.7
Education	3,999	4.9
Engineering	18,084	21.9
Fine & Applied Arts	3,946	4.8
Health Sciences	4,918	6.0
Humanities	12,137	14.7
Mathematics & Computer Sciences	2,670	3.2
Physical & Life Sciences	11,731	14.2
Social Sciences	12,607	15.3
Other	607	0.7
Intensive English Language	—	—
Undeclared	—	—
TOTAL	**82,045**	**98.3**

1975/76

Field of Study	Foreign Students	% of Total
Agriculture	5,270	2.9
Business & Management	28,670	16.0
Education	9,790	5.5
Engineering	42,000	23.4
Fine & Applied Arts	8,320	4.6
Health Sciences	7,180	4.0
Humanities	15,030	8.4
Mathematics & Computer Sciences	9,060	5.1
Physical & Life Sciences	23,910	13.3
Social Sciences	20,730	11.6
Other	9,380	5.2
Intensive English Language	—	—
Undeclared	—	—
TOTAL	**179,340**	**100.0**

1984/85

Field of Study	Foreign Students	% of Total
Agriculture	7,540	2.2
Business & Management	64,930	19.0
Education	12,140	3.6
Engineering	75,370	22.0
Fine & Applied Arts	15,900	4.7
Health Sciences	13,410	3.9
Humanities	13,030	3.8
Mathematics & Computer Sciences	35,630	10.4
Physical & Life Sciences	25,960	7.6
Social Sciences	25,000	7.3
Other	22,250	6.5
Intensive English Language	11,010	3.2
Undeclared	19,940	5.8
TOTAL	**342,110**	**100.0**

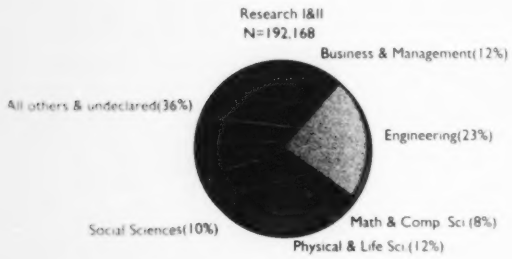
1993/94

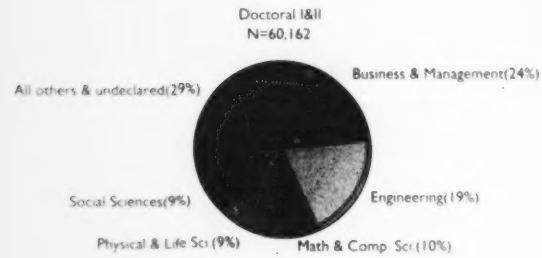
Field of Study	Foreign Students	% of Total
Agriculture	9,361	2.1
Business & Management	87,268	19.4
Education	13,657	3.0
Engineering	76,055	16.9
Fine & Applied Arts	24,097	5.4
Health Sciences	19,786	4.4
Humanities	17,007	3.8
Mathematics & Computer Sciences	36,153	8.0
Physical & Life Sciences	39,614	8.8
Social Sciences	35,752	7.9
Other	39,613	8.8
Intensive English Language	17,154	3.8
Undeclared	34,209	7.6
TOTAL	**449,750**	**100.0**

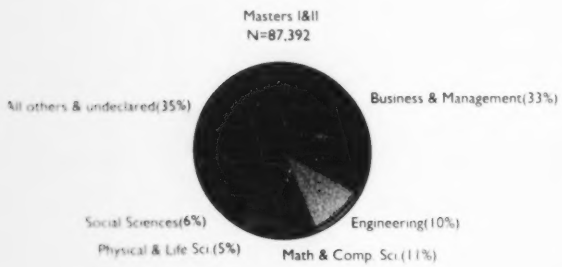
10.b

FIELDS OF STUDY BY CARNEGIE TYPE, 1993/94

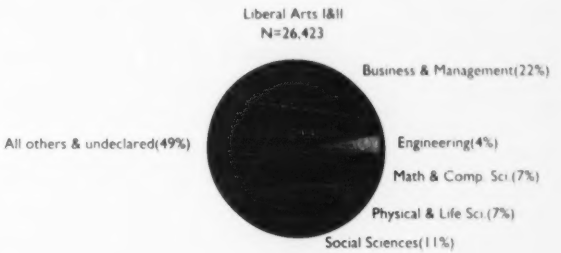
Engineering is the top choice of foreign students at research universities; at doctoral, master's and baccalaureate institutions, business and management is most popular.

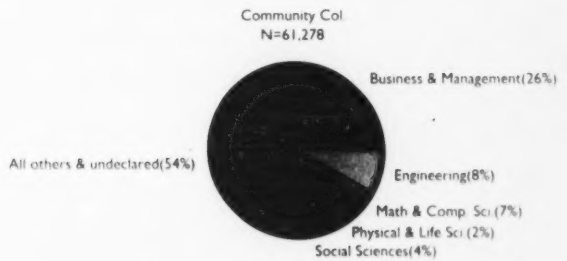






- Foreign students studying at research institutions select engineering as the field of study of choice. At these institutions majors in business and in the physical and life sciences receive enrollments at comparable rates.
- At doctoral institutions business is the preferred major, followed by engineering. At institutions of this type the fewest students are enrolled in fields other than business, engineering and the sciences.
- Master's degree institutions have the highest proportion of students studying business. At baccalaureate institutions business is similarly the preferred field. At these institutions the social sciences are the second most popular major. Community colleges have the largest proportion of students studying in areas other than business, engineering and the sciences.





10.2

FIELDS OF STUDY BY INSTITUTION TYPE, 1993/94

Type of Institution	Percent enrollment
Research Institutions	
Agriculture	3.6
Business & Management	11.5
Education	2.7
Engineering	23.3
Fine & Applied Arts	4.0
Health Professions	4.3
Humanities	3.7
Math & Computer Science	7.6
Physical & Life Sciences	12.5
Social Sciences	9.6
Other	6.6
Intensive English	3.5
Undeclared	7.1
Doctoral Institutions	
Agriculture	0.8
Business & Management	23.7
Education	3.2
Engineering	19.4
Fine & Applied Arts	3.0
Health Professions	3.6
Humanities	2.9
Math & Computer Sciences	9.6
Physical & Life Sciences	8.9
Social Sciences	9.0
Other	6.7
Intensive English	2.3
Undeclared	6.8
Master's Institutions	
Agriculture	1.0
Business & Management	33.1
Education	4.6
Engineering	10.4
Fine & Applied Arts	3.8
Health Professions	3.2
Humanities	2.3

Type of Institution	Percent enrollment
Master's Institutions	
Math & Computer Sciences	10.6
Physical & Life Sciences	5.0
Social Sciences	6.0
Other	7.7
Intensive English	5.6
Undeclared	6.7
Liberal Arts Institutions	
Agriculture	0.5
Business & Management	22.4
Education	4.9
Engineering	4.0
Fine & Applied Arts	3.7
Health Professions	2.4
Humanities	5.5
Math & Computer Sciences	6.8
Physical & Life Sciences	7.0
Social Sciences	10.8
Other	9.7
Intensive English	3.5
Undeclared	18.8
Community Colleges & Technical Institutions	
Agriculture	0.8
Business & Management	25.5
Education	1.6
Engineering	7.8
Fine & Applied Arts	5.6
Health Professions	6.9
Humanities	1.6
Math & Computer Sciences	6.6
Physical & Life Sciences	2.1
Social Sciences	3.5
Other	24.2
Intensive English	5.2
Undeclared	8.4

How do Foreign and U.S. Students Compare in Field of Study Choices?

At the undergraduate level, selections of business and the physical sciences are comparable between U.S. and foreign students; at the graduate level there are many differences.

How do the field of study choices of foreign students differ from those of their U.S. counterparts? For some time there has been considerable interest in the academic choices made by international students compared to those of U.S. students. The following table and figures address this question. Presented are the proportions of degrees awarded by fields of study for all students at U.S. institutions for the 1989/90 academic year (Source: U.S. Department of Education IPEDS "Degree Completions" survey, from tabulations prepared in November, 1992). Comparisons between Integrated Postsecondary Education Data System (IPEDS) data and the proportion of foreign students enrolled in comparable fields of study are presented for the 1989/90 and 1993/94 academic years (Source: *Open Doors* 1989/90 and 1993/94). Data from IPEDS and *Open Doors* are presented for both graduate and undergraduate students. Since foreign students represent less than 3% of the total population of U.S. institutions, the IPEDS data largely reflects U.S. students' choices in field of study. Degree completions and the foreign student enrollment choices are not directly comparable and some caution must be exercised in reaching conclusions based on these comparisons. With this caveat, several striking differences between U.S. and foreign students field of study choices are apparent.

10.3

U.S./FOREIGN FIELD OF STUDY CHOICE COMPARISON

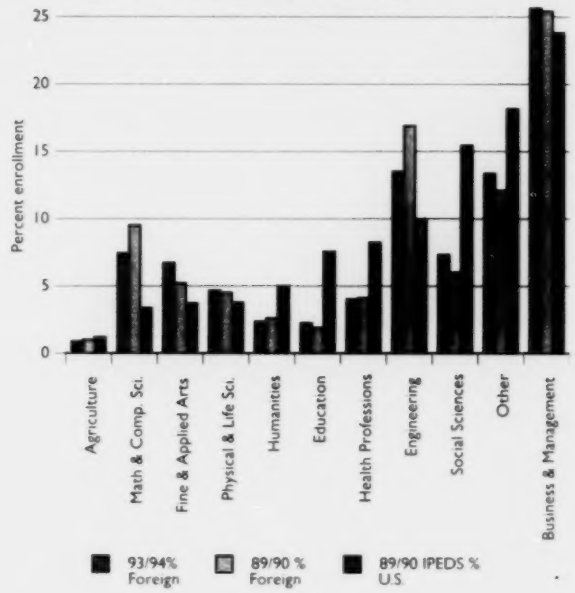
Field of Study	93/94 % Foreign Undergrad.	89/90 % Foreign Undergrad.	89/90 IPEDS % U.S. Undergrad.	93/94 % Foreign Graduate	89/90 % Foreign Graduate	89/90 IPEDS % U.S. Graduate
Agriculture	0.88	1.0	1.20	3.64	3.4	1.1
Business & Management	25.62	25.4	23.80	14.20	14.9	18.2
Education	2.24	1.9	7.54	4.20	4.3	21.6
Engineering	13.52	16.9	9.91	22.36	22.8	6.9
Fine & Applied Arts	6.71	5.2	3.71	4.17	3.9	3.0
Health Professions	4.02	4.1	8.22	5.07	4.4	11.7
Humanities	2.36	2.6	4.88	5.59	6.1	5.7
Math & Computer Sciences	7.44	9.5	3.37	9.67	10.3	3.4
Physical & Life Sciences	4.66	4.5	3.77	14.23	13.7	4.3
Social Sciences	7.31	6.0	15.44	9.77	9.9	11.3
Other	13.35	12.1	18.16	4.66	5.2	12.9
Intensive English	0.08	1.3	—	0.03	0.0	—
Undeclared	11.80	9.5	—	2.42	1.1	—
TOTAL	**100.00**	**100.0**	**100.00**	**100.00**	**100.0**	**100.0**

- U.S. students' field of study choices and those of foreign students diverge in some fields at the undergraduate level and differ markedly at the graduate level.
- At the undergraduate level U.S. students select majors in the social sciences, health professions and education more often, while international students opt for majors in engineering and math and computer sciences. The selection proportions for U.S. and foreign students are comparable in business and the physical and life sciences.
- At the graduate level very substantial differences in field of study preference are apparent in many fields. U.S. students select majors in education and the health professions in higher proportions than foreign students, while foreign students select engineering, physical and life sciences, and math and computer sciences. Field of study preferences in business, the social sciences, the humanities and the arts are comparable.

10.c

FIELD OF STUDY CHOICE COMPARISON: UNDERGRADUATE

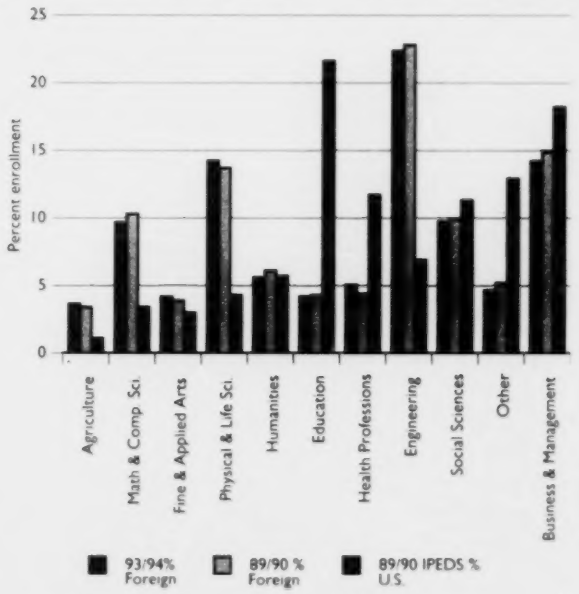
As undergraduates, foreign students select engineering and mathematics and computer sciences far more often than do U.S. students. U.S. students select social sciences, health professions, education and humanities far more than do foreign students.



10.d

FIELD OF STUDY CHOICE COMPARISON: GRADUATE

At the graduate level, foreign students prefer business, engineering, physical and life sciences, and mathematics and computer sciences. U.S. students prefer business and management, education and the health professions.



Academic Level

The 213,610 students at the undergraduate level, including both Associate and Bachelors, account for about half (47.5%) of the entire foreign student population, while the 201,030 graduate students account for 44.7%. The remaining 7.8% are in intensive English language, non-degree, or practical training programs. The largest single change noted is the -6.5% decrease in the number of foreign students enrolled in associate degree programs. This drop followed near level enrollments during the 1992/93 academic year.

10.4

FOREIGN STUDENTS BY ACADEMIC LEVEL, 1992/93 - 1993/94

	1992/93			1993/94		
Academic Level	**Foreign Students**	**% of Total**	**% Change**	**Foreign Students**	**% of Total**	**% Change**
Associate	**49,470**	**11.3**	**0.2**	**46,260**	**10.3**	**-6.5**
Bachelor's	**160,610**	**36.6**	**8.7**	**167,350**	**37.2**	**4.2**
Freshman	33,580	7.7	7.3	33,200	7.4	-1.1
Sophomore	26,030	5.8	8.7	27,730	6.2	6.5
Junior	29,230	6.7	12.9	31,750	7.1	8.6
Senior	35,540	8.1	19.3	37,640	8.4	5.9
Unspecified	36,230	8.3	-1.4	37,030	8.2	2.2
Graduate	**193,330**	**44.1**	**1.0**	**201,030**	**44.7**	**4.0**
Master's	91,020	20.8	3.1	99,630	22.2	9.5
Doctoral	67,280	15.3	-2.8	70,260	15.6	4.4
Professional Training	7,390	1.7	65.0	5,790	1.3	-21.7
Unspecified	27,640	6.3	-5.8	25,350	5.6	-8.3
Other	**35,210**	**8.0**	**12.9**	**35,110**	**7.8**	**-0.3**
Practical Training	11,010	2.5	33.8	11,430	2.5	3.8
Non-degree	9,790	2.2	15.7	9,400	2.1	-4.0
Intensive English Language	14,410	3.3	-0.6	14,280	3.2	-0.9
TOTAL	**438,620**	**100.0**	**4.5**	**449,750**	**100.0**	**2.5**

10.5

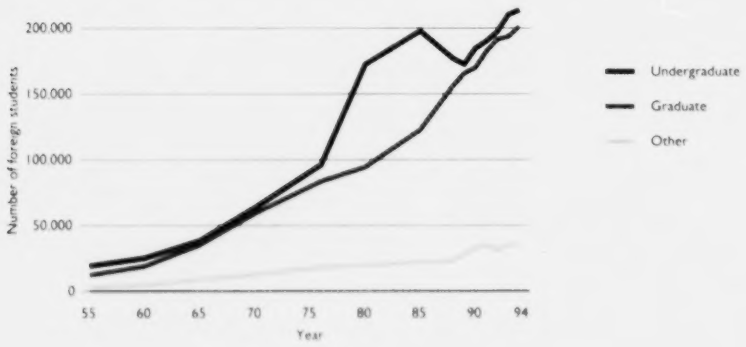
FOREIGN STUDENTS BY ACADEMIC LEVEL, SELECTED YEARS

Year	Under-Graduate	Graduate	Other
1954/55	19,101	12,118	3,012
1959/60	25,164	18,910	4,412
1964/65	38,130	35,096	8,774
1969/70	63,296	59,112	12,551
1975/76	95,949	83,395	18,073
1979/80	172,378	94,207	19,758
1984/85	197,741	122,476	21,895
1987/88	176,669	156,366	23,152
1988/89	172,551	165,590	28,209
1989/90	184,527	169,827	32,495
1990/91	189,909	182,165	35,455
1991/92	197,205	191,331	31,049
1992/93	210,098	193,431	35,089
1993/94	213,631	201,038	35,080

10.e

FOREIGN STUDENTS BY ACADEMIC LEVEL, SELECTED YEARS

In the late 1970s and early 1980s, undergraduate enrollments rose sharply, to dip back more in proportion to graduate enrollments.



The rate of increase in undergraduate programs is down to about 4% from last year's 8.7% increase. Among graduate degree programs the number of foreign students has increased by 4.0% over last year's total. The largest proportional increase (9.5%) occurs among master's degree programs. Also notable is the very sharp decline (-21.7%) in professional training programs. In the "other" category, a decline is especially apparent in the non-degree area.

While foreign undergraduates have always outnumbered graduates, the discrepancy was much larger in the past. In the 1950s the percentage of graduate students (35%) was much lower. In the 1960s and 1970s the graduate-to-undergraduate ratio was more even, but in the following decade it again tilted strongly in favor of undergraduates. The pattern was changed again in the mid-1980s, with the graduate and undergraduate proportions being closer, the trend continuing to the present.

- Virtually all of those seeking the two-year Associate of Arts degree do so at community and technical colleges. Among those working towards doctoral degrees almost 85% are concentrated at research institutions. Those enrolled in master's degree programs do so primarily at research institutions and at master's degree colleges and universities. Those working on bachelor's degrees are more evenly distributed across the Carnegie types of institutions. The liberal arts institutions host almost exclusively those seeking the bachelor's degree. The doctoral institutions, appear to serve foreign students across all degree levels.

10.6

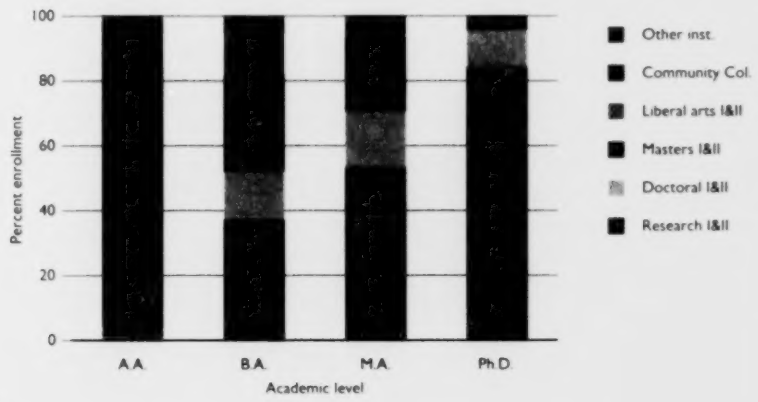
ACADEMIC LEVEL BY INSTITUTIONAL TYPE, 1993/94

Academic Level	A.A.	B.A.	M.A.	Ph.D.
Research I&II	0.5	37.2	53.5	84.3
Doctoral I&II	0.8	14.8	17.2	11.4
Master's I&II	1.4	29.6	22.9	0.6
Liberal Arts I&II	1.2	13.3	0.6	0
Community College	94.7	0.4	0	0
Other Institutions	1.4	4.8	5.8	3.7
All institutions	100	100	100	100

10.f

ACADEMIC LEVEL BY INSTITUTIONAL TYPE, 1993/94

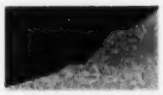
Almost all foreign students seeking doctoral degrees enroll at research institutions.



10.7

PERSONAL AND ACADEMIC CHARACTERISTICS BY ACADEMIC LEVEL, 1993/94

Characteristic	Under-Graduate	Graduate	Other
Gender			
Male	57.6	67.1	57.1
Female	42.4	32.9	42.9
Marital Status			
Single	94.9	71.8	82.0
Married	5.1	28.2	18.0
Enrollment Status			
Full-time	91.1	85.4	82.8
Part-time	8.9	14.6	17.2
Visa Type			
F Visa	89.8	84.1	80.5
J Visa	3.4	11.1	10.8
M Visa	0.4	0.0	0.1
Primary Source of Funds			
Personal & Family	80.8	45.0	58.8
U.S. College or University	6.5	35.8	6.9
Home Govt/University	4.9	6.0	4.5
Current Employment	0.6	1.0	23.7
U.S. Private Sponsor	3.0	2.4	1.1
Foreign Private Sponsor	1.5	3.5	1.9
U.S. Government	1.0	1.8	1.1
International Organization	0.3	1.0	0.6
Other	1.5	3.5	1.5
Field of Study			
Agriculture	0.9	3.6	0.8
Business & Management	25.6	14.2	7.2
Education	2.2	4.2	1.5
Engineering	13.5	22.4	5.9
Fine & Applied Arts	6.7	4.2	1.9
Health Professions	4.0	5.1	3.5
Humanities	2.4	5.6	1.9
Math & Computer Sciences	7.4	9.7	2.7
Physical & Life Sciences	4.7	14.2	3.7
Social Sciences	7.3	9.8	2.8
Other	13.3	4.7	4.7
Intensive English	0.1	0.0	51.5
Undeclared	11.8	2.4	12.0
Number of Students	**213,610**	**201,030**	**35,110**



- The adjoining table presents separate profiles of foreign undergraduate and graduate students as well as students enrolled in other programs, such as practical training and intensive English.
- In general, undergraduates are largely male, single and full-time students who are self-financed. Their major field of study is likely to be business and management. Graduate students are even more likely to be male than female. Graduate students are also primarily full-time students who are slightly more likely to be self-financed than they are to receive support from their host college or university. Unlike their undergraduate counterparts, they are most likely to be enrolled in engineering programs, followed by either business or the physical and life sciences. Foreign students in the "other" category of academic level are the most likely to be enrolled part-time. They are the also the most likely to receive financial support from current employment. Students in this category are overwhelmingly enrolled in intensive English language programs.

Personal Characteristics

- Since the inception of the Census in 1949, male foreign students have consistently outnumbered female students in a ratio of about two to one. The number and proportion of female internationals studying in this country is rising steadily. A total of 170,455 women, 37.9% of all international students, are studying here.
- Female representation in the international student body has traditionally been low. In the 1950s, fewer than one-fourth of the foreign students were women (23%), and by the end of that decade that proportion had fallen to a record low 22%. By the latter half of the 1960s, however, the proportion of women had begun to rise and in 1969, was back up to nearly one-fourth of the international population. Since that time their proportion has risen steadily, if slowly.

10.8

PERSONAL CHARACTERISTICS, SELECTED YEARS

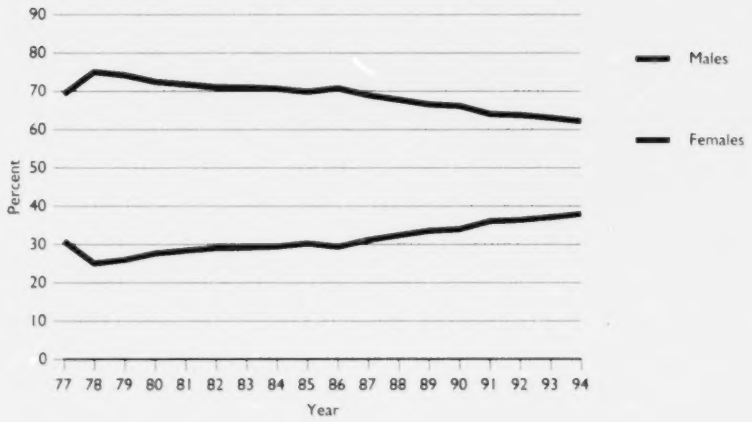
Year	% Male	% Female	% Single	% F Visa	% J Visa	% Other	% Refugee[1]	Foreign Students
76/77	69.2	30.8	73.7	75.0	10.4	7.3	7.3	203,068
77/78	75.0	25.0	77.4	78.8	9.3	6.9	5.0	235,509
78/79	74.1	25.9	74.7	80.7	9.8	5.7	3.8	263,938
79/80	72.4	27.6	78.6	82.0	7.6	6.4	4.0	286,343
80/81	71.7	28.3	80.1	82.9	6.7	5.6	4.8	311,882
81/82	71.0	29.0	79.3	84.3	6.8	4.9	4.0	326,299
82/83	70.9	29.1	80.1	84.0	7.2	5.2	3.6	336,985
83/84	70.6	29.4	80.1	83.2	8.2	5.2	3.4	338,894
84/85	69.8	30.2	80.4	83.5	8.4	5.1	3.0	342,113
85/86	70.7	29.3	80.0	81.5	9.2	5.7	3.6	343,777
86/87	68.9	31.1	79.7	81.0	11.0	5.2	2.8	349,609
87/88	67.7	32.3	79.8	79.4	12.1	6.1	2.3	356,187
88/89	66.5	33.5	80.9	79.0	12.5	6.5	2.0	366,354
89/90	66.1	33.9	80.1	78.5	12.7	6.4	2.4	386,851
90/91	64.0	36.0	78.5	80.6	11.0	6.4	2.0	407,529
91/92	63.7	36.3	80.7	84.6	9.5	6.0		419,585
92/93	63.0	37.0	82.5	85.5	8.5	6.1		438,618
93/94	**62.1**	**37.9**	**83.1**	**86.4**	**7.7**	**5.9**		**449,749**

[1] No longer included in the Census after 1990/91.

- The male-to-female ratio across Carnegie categories is weighted in favor of males. The differences are most pronounced at the research institutions and least so in community colleges and technical schools. These differences by institutional type are magnified at the graduate level. At research institutions, only about one-third of foreign graduate students are women.
- An examination of Table 10.8 shows that an overwhelming majority of the international students in this country are single. More than eight out of ten (83.1%) are in this category, slightly more than in the previous year.

10.g

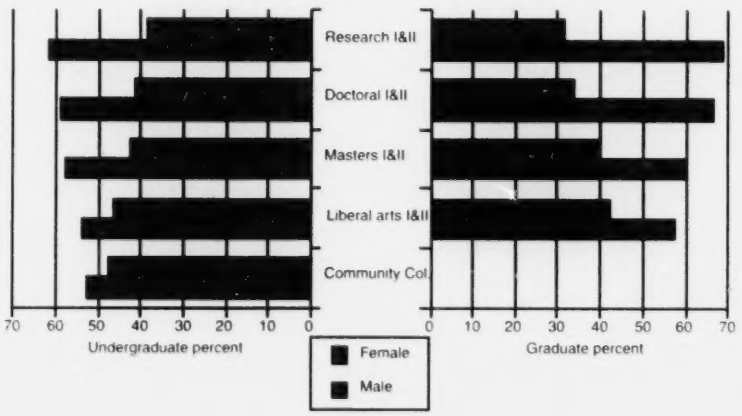
GENDER DISTRIBUTION, 1977/78 - 1993/94



10.h

GENDER DISTRIBUTION WITHIN CARNEGIE CLASSIFICATION, 1993/94

The distribution of men and women in institutions is proportionally closer for undergraduates; the discrepancy is largest at research institutions.



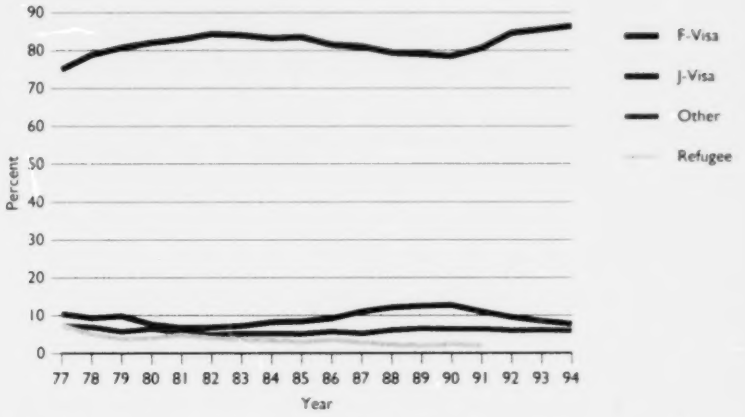
- The vast majority of foreign students (86.4%) hold F visas, which are temporary visas granted to citizens of foreign countries for full-time study in institutions of higher education. Students with J visas, the visas granted to exchange visitors, make up the second largest group, accounting for 7.7%. A rather small percentage (5.9%) hold other types of visas. (Definitions of the various types of visas appear in Section 13 of this publication).

- International students pursuing studies on a full-time basis continue to greatly outnumber those studying part-time, as is evident in Figure 10j. This is not surprising, given the fact that full-time enrollment in most cases is required in order for a foreign student to remain in the United States.

- Most of the full-time students are enrolled in liberal arts colleges. At the undergraduate level the fewest full-time foreign students are enrolled in community colleges. At the graduate level, for all types of institutions, part-time study is more common among foreign students. This is especially so at doctoral institutions and least so at research universities.

10.i

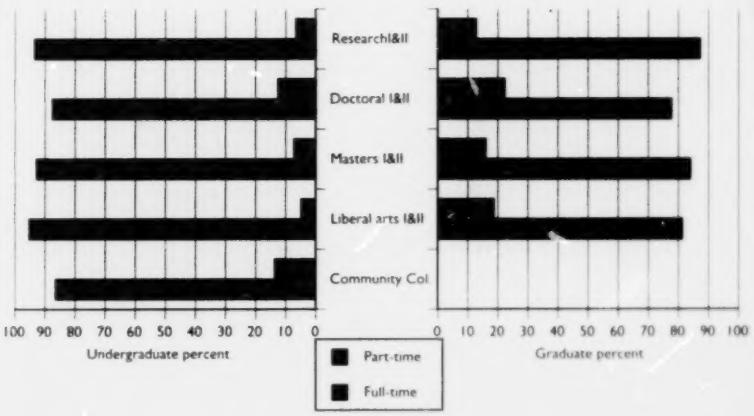
VISA STATUS OF FOREIGN STUDENTS, 1977/78 - 1993/94



Note: Refugees not included in Census after 1990/91.

10.j

ENROLLMENT STATUS BY CARNEGIE CLASSIFICATION, 1993/94



Global Gender Trends in Education

Maria Hartl
United Nations

In the past 20 years, more women have entered tertiary education than ever before. The number of female students is approaching parity with their male colleagues in many countries and women even take the lead in some countries. An overwhelming majority is choosing the more traditionally female fields of the humanities, fine arts and education, but others have started to enter fields of study in law, economics and technology which are still dominated by men. It appears that when selecting their specialization, long-term perspectives, career paths, play a less significant role for girls than do considerations of how to combine future caring responsibilities with a professional life. The types of education and training women receive have an impact on female leadership and the participation of women in decision-making. Given the lagged effect of education, the impact on leadership becomes visible only 25 to 30 years later. The low percentage of female professors, deans of universities and outstanding scientists, as indicated by the few female Nobel Prize winners, is a consequence of this. The fields of science and technology, which are crucial to national development, still do not attract enough female students. An important source of future intellectual leaders is thus not tapped.

Studies abroad offer the intercultural experience and exposure to a different kind of academic life and new fields of research that are assets for a professional career. The intellectual challenge, enrichment and opening of horizons that international student exchanges make possible are a prerequisite for future academic leaders.

Gender issues in international student exchanges have been of little concern so far. Little attention has been paid to a gender analysis of student flows by sex and fields of study. Figures available vary depending on which levels of undergraduate or graduate education are being considered. While more women in undergraduate and in traditional fields study abroad, very few in graduate

Continued...

Global Gender Trends in Education

...Continued

education do so for specialized training. Obstacles that prevent women in developed and developing countries from participating in international student exchanges have been rarely addressed. Common problems are a male bias in the selection process, inadequate consideration given to family situations and the lack of opportunities to combine continued studies with caring responsibilities.

What is needed is the political will to encourage talented women to pursue their academic careers, to introduce incentives for studying non-traditional subjects and to give female students the possibility to compete on an equal basis with their male colleagues for scholarships to study abroad. New approaches to combining family responsibilities with professional activities, to sharing between partners and to providing opportunities for re-entry into a scientific and academic career after a break would help men and women to achieve equality.

The Fourth World Conference on Women, organized by the United Nations in September 1995 in Beijing, China, will examine progress achieved in female education and training in the last decade and will identify remaining obstacles. It will make recommendations for further action towards the achievement of equality by the year 2000. Education of women and girls is one major area of concern, since it is the basic tool for women to fulfil their role as members of society. Education is key to the development and empowerment of women.

Maria Hartl is Social Affairs Officer at the Division for the Advancement of Women, United Nations, New York.

11

Foreign Students in Intensive English Language Programs

INTENSIVE ENGLISH

- To ensure successful academic performance at a college or university in the United States, many international students must first become proficient in the English language. To acquire or improve that proficiency, foreign nationals will often enroll in an Intensive English Language Program (IELP) offered either by the school they wish to attend or by an independent program recognized by that school. These programs assist students' entry into full-time academic programs.
- Most Intensive English Language Students originate from Japan (26%), the Republic of Korea (16%), Taiwan (7%), Thailand (4%), Mexico (4%), Venezuela (3%) or Saudi Arabia (3%).

■ In the period between 1978/79 and 1982/83, the number of students in Intensive English Language Programs (IELPs) rose rapidly. This increase was due in part to the addition of new programs to a survey that was in the early stages of development. Rapidly growing enrollments from Latin America and Asia, however, also contributed to the rise in IELP attendance. Shortly after the 1981/82 peak, IELP numbers fell off substantially. During this period the number of Latin Americans in IELPs declined. A period of uneven growth continued through the mid-1980s. Since 1987/88, however, the numbers have slowly risen to the levels of the early 1980s, and this year over 38,000 foreign students are currently enrolled in IELPs.

11.0

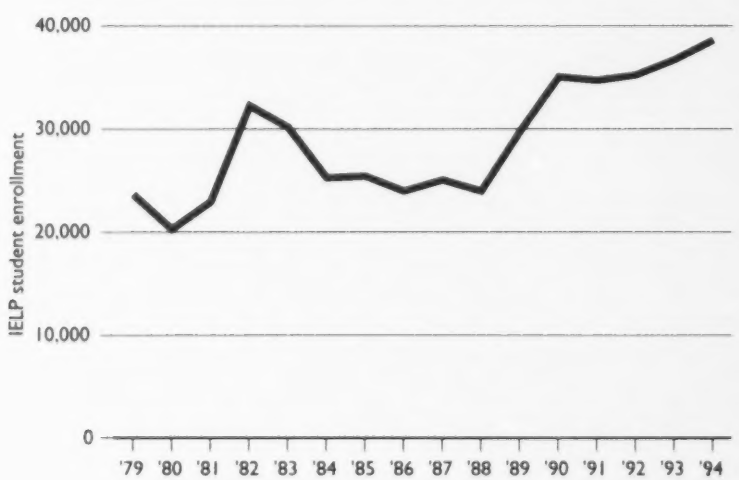
TOTAL FOREIGN STUDENT ENROLLMENT IN INTENSIVE ENGLISH LANGUAGE PROGRAMS, 1978/79 - 1993/94

Year	Foreign IELP Students	Number of Programs Surveyed
1978/79	23,607	163
1979/80	20,243	190
1980/81	22,897	238
1981/82	32,224	305
1982/83	30,135	314
1983/84	25,246	308
1984/85	25,414	352
1985/86	23,956	337
1986/87	25,044	306
1987/88	23,965	291
1988/89	29,747	306
1989/90	35,036	355
1990/91	34,703	341
1991/92	35,220	353
1992/93	36,712	388
1993/94	38,606	488

11.a

TOTAL FOREIGN STUDENT ENROLLMENT IN INTENSIVE ENGLISH LANGUAGE PROGRAMS, 1978/79 - 1993/94

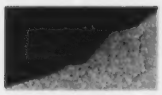
The numbers of foreign students enrolled in IELPs are again rising steadily, though not as rapidly as they did in 1988/1990.



11.1

IELP STUDENTS BY REGION AND LEADING PLACE OF ORIGIN, 1992/93 - 1993/94

Locality	1992/93	1993/94	% Change
Africa	**553**	**600**	**8.5**
North Africa	**213**	**177**	**-16.9**
Morocco	108	80	-25.9
Egypt	63	49	-22.2
Tunisia	11	18	63.6
Sub-Saharan Africa	**340**	**423**	**24.4**
Cote D'Ivoire	34	47	38.2
Ethiopia	29	36	24.1
Senegal	38	30	-21.1
Asia	**23,806**	**23,713**	**-0.4**
East Asia	**20,715**	**20,430**	**-1.4**
Japan	10,439	9,997	-4.2
Korea, Republic of	5,916	6,241	5.5
Taiwan	3,060	2,749	-10.2
South & Central Asia	**290**	**292**	**0.7**
Pakistan	121	86	-28.9
India	51	64	25.5
Bengladesh	54	55	1.9
Southeast Asia	**2,801**	**2,991**	**6.8**
Thailand	1,596	1,663	4.2
Indonesia	830	815	-1.8
Malaysia	187	302	61.5
Europe	**3,986**	**4,405**	**10.5**
Eastern Europe	**751**	**928**	**23.6**
USSR	239	267	11.7
Poland	186	219	17.7
Russia	71	94	32.4
Western Europe	**3,235**	**3,476**	**7.4**
Switzerland	620	707	14.0
Spain	779	640	-17.8
France	577	621	7.6
Latin America	**4,750**	**5,606**	**18.0**
Caribbean	**131**	**131**	**0.0**
Dominican Republic	91	77	-15.4
Haiti	16	29	81.3
Jamaica	4	4	0.0

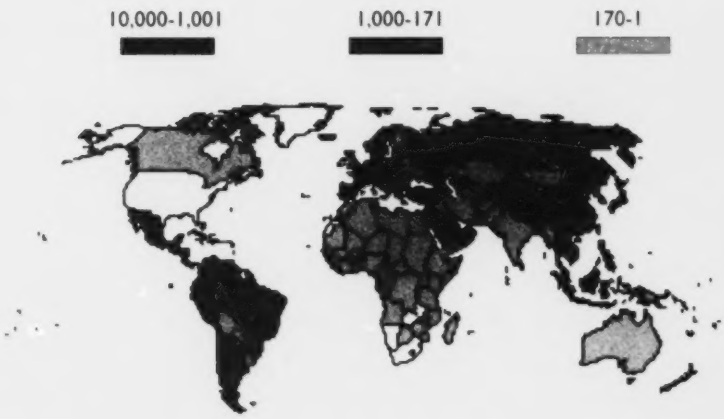


- Nearly two-thirds of the students in IELP programs are from Asia. Like foreign student enrollments, the number of IELP students from Asia has decreased this year. The majority of the Asian IELP students come from Japan, the Republic of Korea, Taiwan and Thailand.
- Latin American students are the second largest group of IELP students. A 37.1% increase in Mexican enrollments and growing flows from Venezuela (25.7%) and Brazil (26.8%) are important sources of IELP enrollments.
- As with other foreign student enrollments, Europe is an important sender of IELP students to the United States. While the number of Eastern European IELP students remains below 1,000, it is increasing rapidly.
- The number of Middle Eastern students in IELP programs has shown substantial growth, especially the numbers of students from Turkey and the United Arab Emirates. Saudi Arabia ranks seventh among leading countries of origin of IELP students worldwide.

Almost two-thirds of the students in IELPs are from Asia (primarily Japan, the Republic of Korea, Taiwan and Thailand), but the numbers from Latin America (primarily Mexico and Venezuela), are increasing rapidly.

11.b

WHERE IELP STUDENTS COME FROM, 1993/94



11.1 (cont.)

IELP STUDENTS BY REGION AND LEADING PLACE OF ORIGIN, 1992/93 - 1993/94

Locality	1992/93	1993/94	% Change
Cent Am/Mexico	**1,494**	**1,929**	**29.1**
Mexico	1,113	1,526	37.1
Panama	108	107	-0.9
Guatemala	70	80	14.3
South America	**3,126**	**3,546**	**13.4**
Venezuela	1,039	1,306	25.7
Brazil	628	796	26.8
Colombia	645	643	-0.3
Middle East	**3,376**	**4,039**	**19.6**
Saudi Arabia	1,040	1,078	3.7
Turkey	597	908	52.1
United Arab Emirates	401	747	86.3
North America	**102**	**124**	**21.6**
Canada	102	124	21.6
Oceania	**133**	**108**	**-18.8**
Tonga	34	28	-17.6
French Polynesia	27	21	-22.2
Western Samoa	23	17	-26.1
TOTAL	**36,712**	**38,606**	**5.2**

11.2

IELP STUDENTS BY PROGRAM SPONSORSHIP AND STATE, 1993/94

State	Program Sponsor: College or University	Program Sponsor: Independent IELP	Total IELP Enrollment
Alabama	161	23	184
Alaska	16	—	16
Arizona	285	306	591
Arkansas	187	122	309
California	859	5,511	6,370
Colorado	123	1,004	1,127
Connecticut	8	233	241
Delaware	325	—	325
District of Columbia	671	647	1,318
Florida	478	1,145	1,623
Georgia	152	408	560
Hawaii	1,148	20	1,168
Idaho	127	—	127
Illinois	599	969	1,568
Indiana	319	288	607
Iowa	314	171	485
Kansas	350	288	638
Kentucky	84	73	157
Louisiana	37	224	261
Maine	45	43	88
Maryland	87	156	243
Massachusetts	849	964	1,813
Michigan	191	637	828
Minnesota	—	232	232
Mississippi	83	159	242
Missouri	325	391	716
Montana	—	—	—
Nebraska	65	116	181
Nevada	—	127	127
New Hampshire	64	180	244
New Jersey	297	461	758
New Mexico	—	66	66
New York	1,228	2,218	3,446
North Carolina	176	78	254
North Dakota	—	—	—
Ohio	464	398	862

States with the Most IELP Students

California has the largest IELP enrollments along with New York, Texas and Washington. These four states are the sites of the largest independent IELP programs and serve, through these independent programs, more students than are served in colleges or universities. These leading states, along with Florida, Massachusetts and the states of the Midwest, host the largest numbers of IELP students. They also host the largest number of foreign students in general. Most of the leading IELPs are also located in the leading states. Collectively these institutions constitute a substantial resource for their states' higher education systems.

11.2 (cont.)

IELP STUDENTS BY PROGRAM SPONSORSHIP AND STATE, 1993/94

State	Program Sponsor: College or University	Program Sponsor: Independent IELP	Total IELP Enrollment
Oklahoma	360	494	854
Oregon	197	783	980
Pennsylvania	535	541	1,076
Rhode Island	20	63	83
South Carolina	3	158	161
South Dakota	35	28	63
Tennessee	305	267	572
Texas	406	1,831	2,237
Utah	268	365	633
Vermont	—	88	88
Virginia	189	174	363
Washington	915	1,925	2,840
West Virginia	—	132	132
Wisconsin	147	587	734
Wyoming	15	—	15
Guam	—	—	—
Puerto Rico	—	—	—
Virgin Islands	—	—	—
TOTAL	**13,512**	**25,094**	**38,606**

11.c

WHERE IELP STUDENTS STUDY, 1993/94

States with high IELP enrollments...

11.d

WHERE ALL FOREIGN STUDENTS STUDY, 1993/94

...closely match states that show large enrollments of foreign students generally.

11.3

PROGRAMS WITH THE MOST IELP STUDENTS, 1993/94

Institution	State	IELP Students
San Diego State University/American Language Institute	CA	668
Washington Academy of Languages/ESL	WA	651
Hawaii Pacific University/English Foundations Program	HI	650
Boston University/Center for English Language and Orientation Programs	MA	607
Hunter College/International English Language Institute	NY	602
La Guardia Community College/Intensive English Programs	NY	518
American University/English Language Institute	DC	452
Wisconsin ESL Institute WESLI/ESL	WI	437
Center for English Language, Dallas/ESL	TX	424
University of California, Riverside/Intensive English Program	CA	392
AM Language Academy, Babson Park/ESL	MA	331
Harold Washington College/ESL	IL	307
University of Washington Extension/ESL	WA	299
University of California, San Diego/English Language Programs	CA	286
Seattle Central Community College/ESL	WA	278
ELS Language Center, Boston/ESL	MA	275
California State University, Los Angeles/American Culture and Language Program	CA	274
Wichita State University/ESL	KS	266
University of Arizona/ESL Center	AZ	264
University of North Texas/Intensive English Language Institute	TX	264

11.4

GENDER OF IELP STUDENTS, 1993/94

Gender	Number	%
Male	20,426	52.9
Female	18,180	47.1
TOTAL	**38,606**	**100.0**

- Nearly half of IELP students (47.1%) are female. Women comprise a much greater share of foreign students in Intensive English Language Programs than of foreign students in degree programs (37%). They are especially well represented among Japanese IELP students, who constitute over 25% of the world IELP total.

11.5

IELP STUDENTS BY IMMIGRATION (VISA) STATUS, 1992/93 - 1993/94

	1992/93		1993/94	
Visa Type	Foreign IELP Students	% of IELP Total	Foreign IELP Students	% of IELP Total
F Visa	32,058	87.3	34,309	89.0
J Visa	1,226	3.3	1,327	3.4
M Visa	102	0.3	133	0.3
Other Visa	3,326	9.1	2,837	7.3
TOTAL	**36,712**	**100.0**	**38,606**	**100.0**

- The overwhelming majority of IELP students (89.0%) are holding F visas; this proportion is comparable to that of all foreign students with F visas (87.3%). Over the past year, the number of IELP students on F visas has risen substantially while the numbers of students holding J and M visas is also up, but only slightly.

11.6

LEADING PLACES OF ORIGIN OF IELP STUDENTS, 1992/93 - 1993/94

Locality	1992/93	1993/94	% Change	% of IELP Total
Japan	10,439	9,997	-4.2	25.9
Korea, Republic of	5,916	6,241	5.5	16.2
Taiwan	3,060	2,749	-10.2	7.1
Thailand	1,596	1,663	4.2	4.3
Mexico	1,113	1,526	37.1	4.0
Saudi Arabia	1,040	1,078	3.7	2.8
Venezuela	1,039	1,306	25.7	3.4
Indonesia	830	815	-1.8	2.1
Spain	779	640	-17.8	1.7
Colombia	645	643	-0.3	1.7

12

FOREIGN SCHOLARS

The Number and Activities of Foreign Scholars on U.S. Campuses

- As the world economic system becomes increasingly integrated and dependent upon research and technology, the academic infrastructure which supports economic development is also becoming globalized. The higher education systems in the United States are especially strong in the sciences and in engineering. It is natural that the excellence of our universities would attract many foreign scholars seeking to enhance their own abilities. Their presence also broadens the teaching and research activities available to U.S. students and researchers. The data on Foreign Scholars which are now collected annually and reported here are designed to assist national and institutional policymakers in understanding and managing this aspect of our relationship with other countries.
- There were 59,981 foreign scholars reported at participating U.S. doctoral degree granting institutions in 1993/94. This represents a decline of 3.4% from the last biennial survey conducted in 1991/92. The 1993/94 survey contacted a larger number of institutions than in 1991/92 and achieved a higher response rate. While these numbers suggest an apparent decrease in foreign scholars in the United States, the findings must be understood in light of the overall 86.1% response rate. Certainly this present estimate, as well as that obtained in 1991/92, is conservative.

- The largest group of foreign scholars (45.7%) are from Asia. The strong presence of Asians among foreign scholars parallels the predominence of Asian enrollment among foreign students in general (58.9% of whom are from Asia). Europeans are the second largest group of visiting scholars (35.6%). Europeans hold a much larger share of the scholar total than of the foreign student total (13.9%).
- This year the proportion of foreign scholars who are Asian declined while the European presence increased. This also parallels the general trend among foreign students, which saw a marked softening in the rate of sending from Asia and a continued increase in European enrollments.
- The three largest senders of foreign scholars to the United States are China with 9,506 scholars, accounting for 18.6% of all foreign scholars; Japan with 4,649 scholars, or 9.1% of the total; and Germany with 3,502 scholars, or 5.3% of the total.

12.0

FOREIGN SCHOLAR SURVEY RESPONSE RATE, 1991/92 - 1993/94

Institutions	1991/92	1993/94
Surveyed	361	403
Responding	299	347
Percent Responding	82.8	86.1
TOTAL	**62,148**	**59,981**

12.1

REGION OF ORIGIN OF FOREIGN SCHOLARS IN THE UNITED STATES, 1991/92 - 1993/94

	Percent of Scholars	
Region of Origin	**1991/92**	**1993/94**
Africa	3.0	3.3
Asia	47.1	45.7
Europe	34.2	35.6
Latin America	5.7	5.7
Middle East	4.8	4.0
North America	3.6	4.1
Oceania	1.7	1.6
TOTAL	**62,148**	**59,981**

12.2

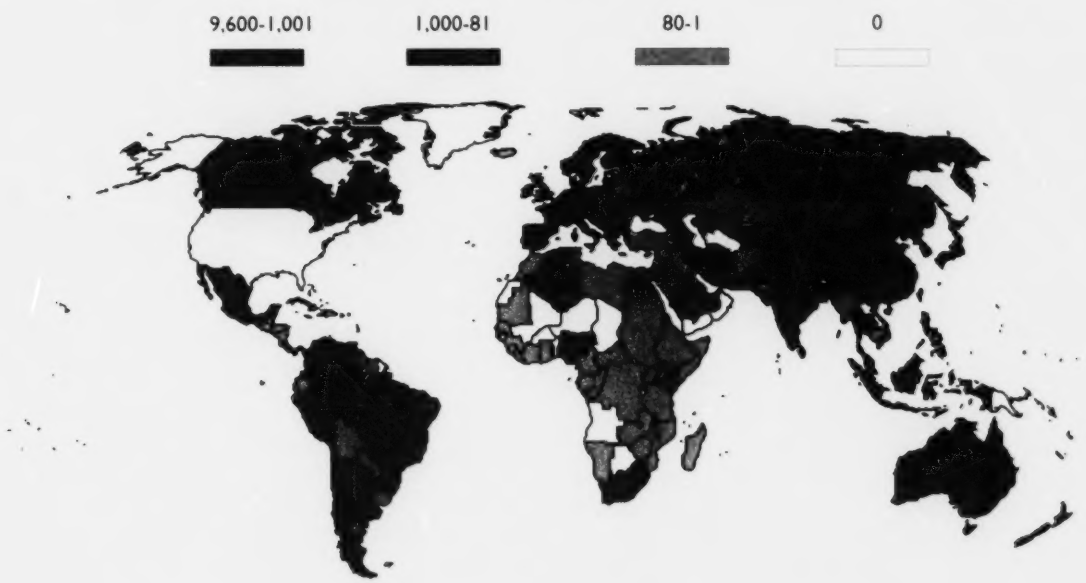
LEADING COUNTRIES OF ORIGIN, 1991/92 - 1993/94

	Percent of Scholars		Number
Country	**1991/92**	**1993/94**	**1993/94**
China	20.4	18.6	9,506
Japan	9.1	9.1	4,649
Germany	5.3	6.9	3,502
India	6.9	6.9	3,501
Korea, Republic of	4.5	5.5	2,786
United Kingdom	5.0	4.6	2,330
Canada	3.5	4.1	2,091
France	3.5	4.1	2,076
Italy	2.4	2.9	1,482
Spain	2.1	2.3	1,181
Israel	2.2	2.0	1,032
Brazil	1.8	1.8	901
Poland	2.0	1.8	895
TOTAL	**62,148**		**59,981**

12.a

WHERE THE SCHOLARS COME FROM, 1993/94

Asia, Western Europe and Canada sent the greatest number of scholars to the United States.



- California (9,986) has the largest number of foreign scholars along with Massachusetts (5,807), New York (4,620), Texas (3,610) and Pennsylvania (3,594). These five states are the sites of nine of the 12 largest academic hosts institutions. These Research I institutions also house nationally and internationally recognized programs in the sciences and/or in engineering.
- Harvard University reported 2,890 foreign scholars, the largest number of any institution responding to the survey. The University of California at Berkeley hosted the second largest group, 2,105 in all. The University of California at Los Angeles (1,930) is the third largest institutional host of foreign scholars. The institutions in Table 12.3 all reported having more than 1,000 foreign scholars.

12.3

INSTITUTIONS HOSTING THE MOST FOREIGN SCHOLARS, 1993/94

Institutions	Number of Scholars 1991/92	1993/94
Harvard University	2,433	2,890
University of California, Berkeley	2,136	2,105
University of California, Los Angeles	1,954	1,930
Massachusetts Institute of Technology	1,621	1,381
University of California, San Diego	1,255	1,326
University of Minnesota, Twin Cities	1,183	1,293
University of Pennsylvania	1,072	1,244
University of California, Davis	997	1,092
Stanford University	1,672	1,087
Cornell University	1,019	1,056
University of Washington	1,007	1,041
University of Illinois, Urbana-Champaign	1,000	1,000

12.4

FOREIGN SCHOLARS BY STATE, 1993/94

State	Number
Alabama	808
Alaska	31
Arizona	688
Arkansas	207
California	9,986
Colorado	1,062
Connecticut	60
District of Columbia	793
Delaware	330
Florida	1,633
Georgia	1,030
Hawaii	975
Idaho	54
Illinois	2,340
Indiana	1,700
Iowa	830
Kansas	595
Kentucky	305
Louisiana	444
Maine	47
Maryland	912
Massachusetts	5,807
Michigan	1,402
Minnesota	1,306
Mississippi	255
Missouri	2,154
Montana	73

12.4 *(cont.)*

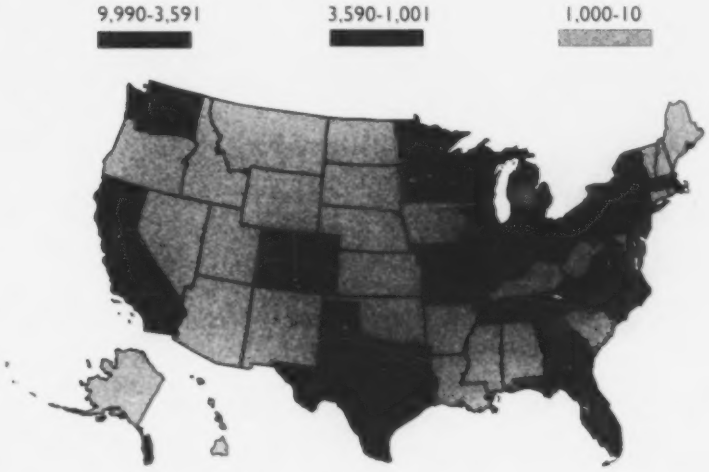
FOREIGN SCHOLARS BY STATE, 1993/94

State	Number
Nebraska	281
Nevada	141
New Hampshire	188
New Jersey	1,006
New Mexico	200
New York	4,620
North Carolina	1,511
North Dakota	174
Ohio	1,681
Oklahoma	363
Oregon	878
Pennsylvania	3,594
Rhode Island	281
South Carolina	486
South Dakota	19
Tennessee	1,105
Texas	3,610
Utah	338
Vermont	228
Virginia	1,030
Washington	1,202
West Virginia	53
Wisconsin	1,044
Wyoming	65
Puerto Rico	56
TOTAL	**59,981**

12.b

WHERE FOREIGN SCHOLARS ARE IN THE UNITED STATES, 1993/94

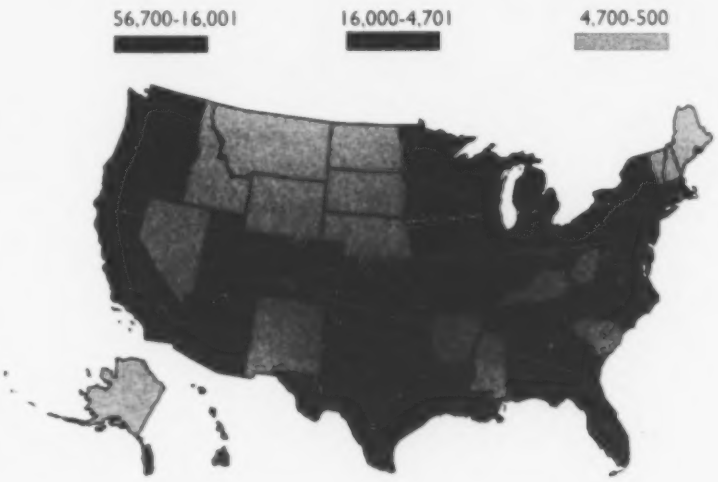
Foreign scholars primarily study in California, Massachusetts, Pennsylvania, Texas and New York...



12.c

WHERE FOREIGN STUDENTS ARE IN THE UNITED STATES, 1993/94

...while Illinios, Michigan, Florida and Ohio share with these states large populations of foreign students.



- The overwhelming majority (79.8%) of foreign scholars were involved in research. Only 8.1% had a shared commitment to research and teaching and 12.1% were involved only in teaching. There was a marked decline since 1991/92 in those doing both teaching and research with an increase in foreign scholars focused just on research. This shift may reflect the debate on some campuses about the role of foreign scholars in teaching activities, especially at the undergraduate level.
- Foreign scholars were concentrated most heavily in science fields, and more thinly distributed among the social sciences, humanities and other areas. The greatest share of foreign scholars (27.4%) is in the health science fields. The second largest group of scholars (14.7%) specializes in the physical sciences and an almost equally large group (13.1%) is in the life sciences.
- Engineering ranks fourth among the field of specialization with 11.6% of foreign scholars; all other fields host fewer than 5%.

12.5

PRIMARY ACTIVITY OF FOREIGN SCHOLARS IN THE UNITED STATES, 1991/92 - 1993/94

	Percent of Scholars	
Primary Function	**1991/92**	**1993/94**
Teaching	11.9	12.1
Research	71.0	79.8
Both	17.1	8.1
TOTAL	**62,148**	**59,981**

12.6

MAJOR FIELD OF SPECIALIZATION OF FOREIGN SCHOLARS, 1991/92 - 1993/94

	Percent of Scholars	
Major Field of Specialization	**1991/92**	**1993/94**
Health Sciences	27.5	27.4
Physical Sciences	14.9	14.7
Life Sciences	16.6	13.1
Engineering	10.3	11.6
Social Sciences	3.9	4.6
Agriculture	3.5	3.7
Business and Management	2.9	3.2
Mathematics	2.9	2.9
Computer and Information Sciences	2.4	2.3
Foreign Languages	2.0	2.2
Other	1.7	2.2
Area and Ethnic Studies	1.6	1.7
Visual & Performing Arts	1.1	1.6
Education	1.3	1.5
Letters	1.7	1.5
Law	0.8	1.2
Philosophy & Religion	1.4	1.1
Psychology	0.9	0.9
Architecture and Environmental Design	0.6	0.7
Resource Development	0.5	0.7
Communications	0.4	0.6
Home Economics	0.5	0.4
Library Sciences	0.4	0.3
Marketing	0.1	0.1
TOTAL	**62,148**	**59,981**

12.7

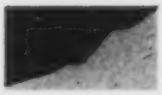
GENDER OF FOREIGN SCHOLARS IN THE UNITED STATES, 1991/92 - 1993/94

	Percent of Foreign Scholars	
Gender	**1991/92**	**1993/94**
Male	75.3	75.0
Female	24.7	25.0
TOTAL	**62,148**	**59,981**

12.8

VISA STATUS OF FOREIGN SCHOLARS IN THE UNITED STATES, 1991/92 - 1993/94

	Percent of Foreign Scholars	
Visa Status	**1991/92**	**1993/94**
J Visa	71.9	73.8
H Visa	20.4	17.8
Other	7.8	8.4
TOTAL	**62,148**	**59,981**



- Male scholars outnumbered female scholars in a ratio of about three to one. The proportion of male scholars (75%) is essentially unchanged from that of two years past (75.3%). In the foreign student population, the ratio of men to women is closer to two to one.

- Not surprisingly the vast majority of foreign scholars at U.S. institutions in 1993/94 held J visas. While J visas are granted to sponsored students, they are mostly granted to exchange visitors who come to the United States in a teaching, trainee or research capacity. Of foreign scholars 73.8% were reported as holding J visas. A much lower 17.8% held H visas, and 8.4% were on other types of visas.

13

METHODOLOGY

About the Surveys

HISTORY OF THE CENSUS

Since its founding in 1919, the Institute of International Education (IIE) has conducted an annual census of foreign students in the United States. For the first 30 years this effort was carried out jointly by IIE and the Committee on Friendly Relations Among Foreign Students. IIE's first independent publication of the results of the annual census was *Education for One World,* containing data for the 1948/49 academic year. It was renamed *Open Doors* in 1954/55, and began receiving USIA support in the early 1970s. *Open Doors* is generally considered the primary source for basic statistics about foreign students in the United States. For the 1993/94 Annual Census IIE surveyed 2,743 accredited colleges and universities in the United States. The strong response to the *Open Doors* survey (95.3% in 1993/94) means that the survey constitutes a virtual census of the foreign student population.

RESEARCH METHODOLOGY AND DATA CHARACTERISTICS

The data presented in *Open Doors 1993/94* were obtained by the Research Division of the Institute of International Education through a survey conducted in Fall 1993 and Spring 1994 of campus officials in 2,743 regionally accredited institutions of higher education in the United States.

- **Response Rate.** Virtually all of the institutions surveyed, 2,614 or 95.3%, responded to the questionnaire as is shown in Table 13.0. The response rate, although always high, has fluctuated over the history of the Census, reaching the lowest point in the mid-1970s. However, in the past decade, it has been very high, ranging from 92.6% in 1979/80 to 99.5% in 1987/88, then dipping to 92.8% in 1992/93 and increasing to 95.3% this year.
- **Types of Responses.** Over nine-tenths of the institutions that responded to the survey, 2,451 in all, reported enrolling international students (Table 13.0). Of the schools with overseas students, a total of 486, (representing 18.6%) provided only total foreign student counts (Step 1), as shown in Table 13.1. The majority, however, provided information not only on the total number of international students on campus, but also on the students' countries of origin, fields of study, academic levels, gender and other characteristics (Step 2).

13.0

INSTITUTIONS SURVEYED AND TYPE OF RESPONSE, SELECTED YEARS

Year	Institutions Surveyed	Institutions w/Foreign Students	Institutions w/o Foreign Students	Total Institutions Responding	% Response
1964/65	2,556	1,859	434	2,293	89.7
1969/70	2,859	1,734	265	1,999	69.9
1974/75	3,085	1,760	148	1,908	61.8
1979/80	3,186	2,651	299	2,950	92.6
1984/85	2,833	2,492	274	2,766	97.6
1989/90	2,891	2,546	294	2,840	98.2
1990/91	2,879	2,543	241	2,784	96.7
1991/92	2,823	2,436	228	2,646	94.4
1992/93	2,783	2,417	166	2,583	92.8
1993/94	2,743	2,451	163	2,614	95.3

13.1

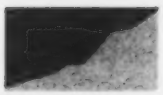
INSTITUTIONS REPORTING FOREIGN STUDENTS AND TYPE OF RESPONSE, 1992/93 - 1993/94

	1992/93		1993/94	
Type of Response	**Number**	**%**	**Number**	**%**
Total Only- STEP 1	287	11.9	486	18.6
Institutional Data-STEP 2	2,130	88.1	2,128	81.4
Individual Data- STEP 3	—	—	1,745	66.8
TOTAL	**2,417**		**2,614**	

13.2

INSTITUTIONS REPORTING FOREIGN STUDENTS BY INDIVIDUAL VARIABLES, 1993/94

Category	Base Number of Responses	% of 449,749 Foreign Students Reported
Academic Level	389,426	86.6
Country of Origin	381,769	84.9
Gender	375,571	83.5
Field of Study	359,941	80.0
Visa (Immigration) Status	357,696	79.5
Enrollment Status	346,609	77.1
Marital Status	234,197	52.1
Primary Source of Funds	220,378	49.0



- A very high proportion of the colleges and universities with foreign students sent data on all of the characteristics on the questionnaire, as Table 13.2 shows. Some variables commanded a greater number of responses: data on academic level exist for 86.6% of all foreign students reported, country of origin information for 84.9% and field of study breakdowns for 80.0%. Conversely information on the primary sources of students' funding and on their marital status is available for only about half of the total number reported (49.0% and 52.1%, respectively).

- The accuracy of this survey or any survey depends upon the joint effect of sampling and nonsampling errors. The data reported here would be somewhat different if a complete census had been obtained. Nonsampling errors arise because of problems in survey design, data processing and non-response bias. In general the effects of nonsampling errors are both harder to detect and lead to greater caution in interpretation than error arising from sample variability.

■ **Imputation.** Throughout this document student counts other than the total foreign student enrollment are determined by imputation. Estimates of the number of students from each country of origin, field of study, academic level and all other breakdowns are imputed from the world total of 449,749 foreign students, which is the actual number of all non-immigrant students reported in the survey in 1993/94. For each imputation, base or raw counts were multiplied by a correction factor which reflects the ratio of difference between the sum of the categories being imputed and the world total. For example, the sum of the number of all students with country of origin data in this year's Census was 381,769. The ratio of the total reported number of foreign students to those with reported country information is 1.1780657937. Thus the imputed number of students from each country is derived by multiplying each separate country's base or raw student count by 1.1780657937. It should be noted that foreign student numbers vary slightly within this publication. In some tables, the total number of foreign students is listed as 449,749, while in others the total is rounded to 449,750. Also due to rounding, percentages do not always add up to 100%. In these instances the total percent column is listed as 100% to indicate that all categories are accounted for.

■ **Analytic Notes.** Much of the weight of analysis in this report is born by figures and data maps. Unlike other statistical tools, the use of these graphic devices poses problems that are not shared by numerical analysis. The key difficulty is that there is not a commonly accepted set of fast standards for the production of figures. In this report we have attempted to follow the guidelines for graphical excellence described by Edward Tufte

13.3

COUNTRIES IN HUMAN DEVELOPMENT AGGREGATES, 1994*

High Human Development (HDI .800 and above)

Argentina	Ireland
Armenia	Israel
Australia	Italy
Austria	Japan
Bahamas	Korea, Rebublic of
Barbados	Kuwait
Belarus	Latvia
Belgium	Lithuania
Brunei	Luxembourg
Bulgaria	Malta
Canada	Mexico
Chile	Netherlands
Colombia	New Zealand
Costa Rica	Norway
Cyprus	Panama
Czech Republic	Poland
Denmark	Portugal
Estonia	Russia
Finland	Singapore
Former Czechoslovakia	Spain
Former USSR	Sweden
France	Switzerland
German Democratic Rep	Trinidad & Tobago
Germany	Ukraine
Greece	United Kingdom
Hong Kong	Uruguay
Hungary	Venezuela
Iceland	

* Source: United Nations Development Programme, *Human Development Report, 1994* (New York: Oxford University Press, 1994).

13.3 (cont.)

COUNTRIES IN HUMAN DEVELOPMENT AGGREGATES, 1994*

Medium Human Development (HDI .500 to .799)

Albania	Malaysia
Algeria	Maldives
Antigua	Mauritius
Azerbaijan	Moldova
Bahrain	Mongolia
Belize	Morocco
Bolivia	Nicaragua
Botswana	Oman
Brazil	Paraguay
China	Peru
Cuba	Philippines
Dominica	Qatar
Dominican Republic	Romania
Ecuador	Saudi Arabia
Egypt	Seychelles
El Salvador	South Africa
Fiji	Sri Lanka
Gabon	St. Kitts-Nevis
Georgia	St. Lucia
Grenada	St. Vincent
Guatemala	Suriname
Guyana	Swaziland
Honduras	Syria
Indonesia	Tajikistan
Iran	Thailand
Iraq	Tunisia
Jamaica	Turkey
Jordan	Turkmenistan
Kazakhstan	United Arab Emirates
Korea, Dem People's Rep	Uzbekistan
Kyrgyzstan	Vietnam
Lebanon	Western Samoa
Libya	

* Source: United Nations Development Programme, *Human Development Report, 1994* (New York: Oxford University Press, 1994).

in *The Visual Display of Quantitative Information* (1983) and *Envisioning Information* (1990). In general we have attempted to keep our figures clean to maximize "data ink" and to minimize "chart junk." Further we have attempted to build multivariate figures. These figures such as the "bubble plots" in Section 5 or the multiple bar charts in Section 10 require the reader to spend some moments exploring the figures. Our broader intention is to invite discussion, thought and further analysis of student flow data. In the production of our data maps Tufte's work and Mark Monmonier's volume *How to Lie With Maps* (1991) were helpful. The chances for distortion using data maps are many times greater than for figures. In building data maps we have used two principal means to establish grouping categories. For some maps (5.a and 5.c for example) categorizations were made by constructing intervals based on the standard deviation of the plotting variable. In other cases (5.g) maps were built by means of searching for a "natural break" in the data. Finally in some cases (the dot distribution maps in Section 7) plotting intervals were adjusted to enable readers to make comparisons even when the magnitude of flows is quite different between various groups. Maps are typically dense multi-layered objects which have an aesthetic quality of their own. In our use of maps we have stripped down their individual information density to better tell a single story. The reader is encouraged to view each map together with others. In considering a series of maps, rather than individual ones in isolation, a reader can add back layers of meaning.

■ **Country Classification Systems.** In this report three separate national grouping systems have been used. The classification of countries into three Human Development Index (HDI) groups followed the scheme used by the United Nations Development Programme and published in the *Human Development Report, 1994*. The analysis of student flow by economic development category made use of the classification system established by the United Nations General Assembly. Most of the countries in the least developed category suffer from one or more debilitating economic constraints. This classification system is reported in the *Human Development Report, 1994*. Finally the classification of countries into regional groupings reported in Section 2 of this report follows IIE practices which were originated when the Census was first conducted in 1954. A list of countries in their development, economic and regional aggregations is found in this section.

■ GUIDELINES FOR RELEASE OF CENSUS DATA

Reports based on Census data are available to individuals, agencies or corporations for clearly identified purposes of scholarly research, public information or employment recruitment. Reports will be produced for employment recruitment purposes only when the employer has indicated that: the openings are for employment in the students' home countries or, in some instances, home regions; students' obligations to the sponsors of their study in the United States and/or to their own governments will be respected; the corporation or agency does not engage in discriminatory practices. Student names obtained as a by-product of the Census will not be released in any case.

13.3 (cont.)

COUNTRIES IN HUMAN DEVELOPMENT AGGREGATES, 1994*

Low Human Development (HDI below .500)

Afghanistan	Liberia
Angola	Madagascar
Bangladesh	Malawi
Benin	Mali
Bhutan	Mauritania
Burkina Faso	Mozambique
Burundi	Myanmar
Cambodia	Namibia
Cameroon	Nepal
Cape Verde	Niger
Central African Republic	Nigeria
Chad	Pakistan
Comoros	Papua New Guinea
Congo	Rwanda
Cote D'Ivoire	Sao Tome & Principe
Djibouti	Senegal
Equatorial Guinea	Sierra Leone
Ethiopia	Solomon Islands
Gambia	Somalia
Ghana	Sudan
Guinea	Tanzania
Guinea-Bissau	Togo
Haiti	Uganda
India	Yemen
Kenya	Yemen, People's Republic of
Laos	Zaire
Lesotho	Zambia
	Zimbabwe

Source: United Nations Development Programme, *Human Development Report, 1994* (New York: Oxford University Press, 1994).

13.4

COUNTRIES IN ECONOMIC DEVELOPMENT AGGREGATES, 1994*

Developing countries

Algeria	Fiji
Andorra	Former Yugoslavia
Angola	French Guiana
Anguilla	French Polynesia
Antigua	Gabon
Argentina	Ghana
Aruba	Gibraltar
Bahamas	Grenada
Bahrain	Guadeloupe
Barbados	Guatemala
Belize	Guinea
Bermuda	Guyana
Bolivia	Honduras
Bosnia & Herzegovina	Hong Kong
Brazil	India
British Virgin Islands	Indonesia
Brunei	Iran
Cameroon	Iraq
Canary Islands	Jamaica
Cayman Islands	Jordan
Chile	Kenya
China	Kiribati
Colombia	Korea, Dem People's Rep
Congo	Korea, Republic of
Cook Islands	Kuwait
Costa Rica	Lebanon
Cote D'Ivoire	Leeward Islands
Croatia	Libya
Cuba	Liechtenstein
Cyprus	Macao
Dominica	Malaysia
Dominican Republic	Marshall Islands
Ecuador	Martinique
Egypt	Mauritius
El Salvador	Mexico
Eritrea	Micronesia, Fed States of
Falkland Islands	Monaco

* Source: United Nations Development Programme, *Human Development Report, 1994* (New York: Oxford University Press, 1994).

The Institute of International Education reserves the right to request that the proposed use of data be documented and to withhold data when the request is not deemed to be for appropriate scholarly, public information or employment recruitment purposes.

■ SELECTED TERMS

Foreign Student. A foreign student is defined as anyone who is enrolled in courses at institutions of higher education in the United States who is not a U.S. citizen, an immigrant (permanent resident) or a refugee.

F Visa. A student visa granted to bona fide students who satisfy requirements for pursuing a full program of study who enter the United States for a temporary stay and solely to study.

H Visa. A temporary visa, given to persons of extraordinary ability, workers of distinguished merit and ability, workers performing services unavailable in the United States and some trainees.

J Visa. A temporary exchange-visitor visa granted for a variety of educational purposes to students, trainees, teachers, professors, research scholars, international visitors or professional trainees.

M Visa. Issued to students enrolled in a vocational training course (other than English language training) in the United States.

Fields of Study. The fields of study used in this book are those from *A Classification of Instructional Programs*, published by the U.S. Department of Education, National Center for Education Statistics (NCES). See Table 13.7 for a list of major fields of study.

■ ABOUT THE IELP SURVEY

Using a new edition of *English Language and Orientation Programs in the United States* (New York, IIE, 1992) as a directory of IELPs, IIE surveyed 488 programs offering a minimum of 15 hours of classroom instruction per week. Some of these programs are sponsored by colleges or universities, while others are sponsored by independent organizations. Officials connected with each program were asked to report the total number of foreign (non-immigrant, non-refugee) students enrolled in their program during the fall of 1993 and to give a breakdown by gender, visa type, and geographic origin. Officials were also asked to indicate whether information on these students was also reported in the Census. (A list of the IELPs surveyed and the enrollment in each responding program appear in Appendix B). Of the 488 programs surveyed, 417 (85.4%) responded. Of the responding schools, all but 13 report enrolling foreign students in intensive English language programs. The findings reported in this section include students in both the college- or university-affiliated IELPs and the independent English language programs. In this survey 249 schools responded to only the IELP survey and 168 also responded to the Annual Census. It should be noted that foreign students in college- or university-sponsored programs are also included in the Annual Census of Foreign Students. The number of foreign students enrolled in independent programs and not counted in the Census is 25,094.

■ ABOUT THE FOREIGN SCHOLARS SURVEY

In 1989/90, IIE conducted a pilot survey of approximately 200 major research universities in

13.4 (cont.)

COUNTRIES IN ECONOMIC DEVELOPMENT AGGREGATES, 1994*

Developing countries

Mongolia	South Africa
Montserrat	Sri Lanka
Morocco	St. Helena
Namibia	St. Kitts-Nevis
Nauru	St. Lucia
Netherlands Antilles	St. Vincent
New Caledonia	Suriname
Nicaragua	Swaziland
Nigeria	Syria
Niue	Taiwan
Oman	Thailand
Pakistan	Tibet
Palau	Tonga
Panama	Trinidad & Tobago
Papua New Guinea	Tunisia
Paraguay	Turkey
Peru	Turks & Caicos Islands
Philippines	Tuvalu
Qatar	United Arab Emirates
Reunion Island	Uruguay
Saint Helena	Vatican City
San Marino	Venezuela
Saudi Arabia	Vietnam
Senegal	Wallis & Futuna Islands
Seychelles	Western Sahara
Sikkim	Windward Islands
Singapore	Zimbabwe
Slovenia	

Source: United Nations Development Programme, *Human Development Report, 1994* (New York: Oxford University Press, 1994).

13.4 (cont.)

COUNTRIES IN ECONOMIC DEVELOPMENT AGGREGATES, 1994*

Least developed countries

Afghanistan	Maldives
Bangladesh	Mali
Benin	Mauritania
Bhutan	Mozambique
Botswana	Myanmar
Burkina Faso	Nepal
Burundi	Niger
Cambodia	Rwanda
Cape Verde	Sao Tome & Principe
Central African Republic	Sierra Leone
Chad	Solomon Islands
Comoros	Somalia
Djibouti	Sudan
Equatorial Guinea	Tanzania
Ethiopia	Togo
Gambia	Uganda
Guinea-Bissau	Vanuatu
Haiti	Western Samoa
Laos	Yemen
Lesotho	Yemen, People's Republic of
Liberia	Zaire
Madagascar	Zambia
Malawi	

OECD member states

Australia	Italy
Austria	Japan
Belgium	Luxembourg
Canada	Netherlands
Denmark	New Zealand
Finland	Norway
France	Portugal
Germany	Spain
Greece	Sweden
Iceland	Switzerland
Ireland	United Kingdom

* Source: United Nations Development Programme, *Human Development Report, 1994* (New York: Oxford University Press, 1994).

the United States to determine the number and characteristics of foreign scholars. A biennial survey was planned, including a larger number of institutions, which was carried out in 1991/92. This 1993/94 survey is the second biennial effort following the 1989/90 pilot. The Foreign Scholars survey measures the flow of foreign scholars to degree-granting institutions of higher education.

The foreign scholars who are at other types of institutions, such as the National Institutes of Health (NIH) and other national research labs, are not included in this survey, even though they receive substantial numbers of foreign scholars. The 1993/94 foreign scholars survey was mailed to a total of 403 doctoral degree granting institutions throughout the United States, since most foreign scholars are likely to be in such schools. *The 1989 Summary Report of the Survey of Earned Doctorates* (National Research Council: Washington, D.C.: National Academy Press, 1990) was used as an initial reference source for determining which institutions were to be included in the survey. This basic list was supplemented by institutions who identified themselves as offering a doctoral program in the College Board's annual survey of higher education institutions. For the purposes of this survey, foreign scholars are defined as non-immigrant, non-student academics (teachers and/or researchers). The institutions polled were asked to give us as much information as possible on scholars who were at their institutions in the period from June 1, 1993 to May 31, 1994. The forms requested information on the primary function of the scholars (research, teaching or both), on their geographic origin, field of specialization, gender and immigration status.

BEST COPY AVAILABLE

Responses were received from 347 of the 403 institutions polled, a response rate of 86.1%. Not all universities reporting foreign scholars in 1993/94 were able to provide detailed information on the characteristics of their scholars. The proportion of institutions that were able to give breakdowns for individual variables ranged from 94% for visa status to 71.4% for primary function. Detailed data on country of origin are available for 92.6% of the total number of scholars reported, on field of specialization for 78%, and on gender for 78%. While this overall response rate is satisfactory for drawing a general picture of the flows and characteristic of foreign scholars in the United States, the data has limitations. First, the definition of a "foreign scholar" is left up to the reporting institution. Some institutions report only those individuals who have completed terminal degrees, who are working as researchers or teachers and who are not taking further course work. Other institutions will report individuals who may also be teaching or doing research and who are taking course work. Shifts in definition within an institution over time may also have affected the number of scholars reported. Second, participation in this survey by major academic research institutions is not uniform throughout the country. The occasional or uneven participation by large institutions which may host over 1,000 foreign scholars may affect overall state participation rates as well as bias other variables such as field of specialization or primary function.

13.5

COUNTRIES IN WORLD REGIONAL AGGREGATES

1000 AFRICA

1100 Eastern Africa

1115 Burundi
1120 Comoros
1105 Djibouti
1195 Eritrea
1125 Ethiopia
1130 Kenya
1135 Madagascar
1140 Malawi
1145 Mauritius
1150 Mozambique
1155 Réunion
1165 Rwanda
1170 Seychelles
1175 Somalia
1180 Tanzania
1185 Uganda
1190 Zambia
1160 Zimbabwe

1200 Central Africa

1210 Angola
1220 Cameroon
1230 Central African Rep
1240 Chad
1250 Congo
1260 Equatorial Guinea
1270 Gabon
1280 Sao Tomé & Principe
1290 Zaire

1300 North Africa

1310 Algeria
1320 Canary islands
1330 Egypt
1340 Libya
1350 Morocco
1370 Sudan
1380 Tunisia
1360 Western Sahara

1400 Southern Africa

1410 Botswana
1420 Lesotho
1430 Namibia
1440 South Africa
1450 Swaziland

1500 West Africa

1510 Benin
1585 Burkina Faso
1505 Cape Verde
1535 Cote D'Ivoire
1515 Gambia
1520 Ghana
1525 Guinea
1530 Guinea-Bissau
1540 Liberia
1545 Mali
1550 Mauritania
1555 Niger
1560 Nigeria
1565 St. Helena
1570 Senegal
1575 Sierra Leone
1580 Togo

2000 ASIA

2100 East Asia

2110 China, People's Rep of
2120 Taiwan
2130 Hong Kong
2140 Japan
2150 Korea, Democratic People's Rep of
2160 Korea, Republic of
2170 Macao
2180 Mongolia

2200 South and Central Asia

2205 Afghanistan
2210 Bangladesh
2215 Bhutan
2220 India
2260 Kazakhstan
2265 Kyrgyzstan
2225 Maldives, Rep of

13.5 (cont.)

COUNTRIES IN WORLD REGIONAL AGGREGATES

2230 Nepal
2235 Pakistan
2245 Sri Lanka
2270 Tajikistan
2250 Turkmenistan
2255 Uzbekistan

2300 Southeast Asia
2305 Brunei
2320 Cambodia
2315 Indonesia
2325 Laos
2330 Malaysia
2310 Myanmar
2335 Philippines
2345 Singapore
2350 Thailand
2360 Vietnam

3000 EUROPE

3100 Eastern Europe
3110 Albania
3189 Armenia
3174 Azerbaijan
3181 Belarus
3193 Bosnia & Herzegovina
3120 Bulgaria
3191 Croatia
3131 Czech Republic
3130 Czechoslovakia (frmr)
3183 Estonia
3188 Georgia
3150 Hungary
3184 Latvia
3185 Lithuania
3187 Moldova
3160 Poland
3170 Romania
3186 Russia
3132 Slovakia
3192 Slovenia
3182 Ukraine
3180 USSR (former)
3190 Yugoslavia (former)

3200 Western Europe
3203 Andorra
3206 Austria
3210 Belgium
3213 Denmark
3220 Finland
3223 France
3226 Germany
3233 Gibraltar
3236 Greece
3243 Iceland
3246 Ireland
3250 Italy
3253 Liechtenstein
3256 Luxembourg
3260 Malta
3263 Monaco
3266 Netherlands
3270 Norway
3273 Portugal
3276 San Marino
3280 Spain
3283 Sweden
3286 Switzerland
3290 United Kingdom
3240 Vatican City

4000 LATIN AMERICA

4100 Caribbean
4103 Aruba
4105 Bahamas
4110 Barbados
4115 Cayman Islands
4120 Cuba
4125 Dominican Republic
4130 Guadeloupe
4135 Haiti
4140 Jamaica
4150 Leeward Islands
4155 Anguilla
4151 Antigua
4152 British Virgin Islands
4153 Montserrat
4154 St. Kitts-Nevis
4160 Martinique
4170 Netherlands Antilles
4180 Trinidad & Tobago
4185 Turks & Caicos Isles
4190 Windward Islands
4191 Dominica
4192 Grenada
4193 St. Lucia
4194 St. Vincent

4200 Cent Am/Mexico
4210 Belize
4230 Costa Rica
4240 El Salvador
4250 Guatemala
4260 Honduras
4270 Mexico
4280 Nicaragua
4290 Panama

4300 South America
4305 Argentina
4310 Bolivia
4315 Brazil
4320 Chile
4325 Colombia
4330 Ecuador
4335 Falkland Islands
4340 French Guyana
4345 Guyana
4350 Paraguay
4355 Peru
4360 Suriname
4365 Uruguay
4370 Venezuela

2400 MIDDLE EAST
2405 Bahrain
2410 Cyprus
2415 Iran
2420 Iraq
2425 Israel
2430 Jordan
2435 Kuwait
2440 Lebanon
2445 Oman
2450 Qatar
2455 Saudi Arabia
2460 Syria
2465 Turkey
2470 United Arab Emirates
2485 Yemen

5000 NORTH AMERICA
5110 Bermuda
5120 Canada

6000 OCEANIA

6100 Australia & New Zealand
6110 Australia
6120 New Zealand

6200 Pacific Ocean Island Areas
6210 Cook Islands
6215 Fiji
6220 French Polynesia
6225 Kiribati
6227 Marshall Islands
6260 Micronesia, Federated States of
6230 Nauru
6235 New Caledonia
6250 Niue
6255 Norfolk Island
6263 Palau
6240 Papua New Guinea
6205 Solomon Islands
6270 Tonga
6271 Tuvalu
6245 Vanuatu
6275 Wallis & Futuna Isles
6280 Western Samoa

13.6
STATES WITHIN U.S. REGIONS

NORTHEAST
Connecticut
Maine
Massachusetts
New Hampshire
New Jersey
New York
Pennsylvania
Rhode Island
Vermont

SOUTH
Alabama
Arkansas
Delaware
District of Columbia
Florida
Georgia
Kentucky
Louisiana
Maryland
Mississippi
North Carolina
South Carolina
Tennessee
Virginia
West Virginia

SOUTHWEST
Arizona
New Mexico
Oklahoma
Texas

MIDWEST
Illinois
Indiana
Iowa
Kansas
Michigan
Minnesota
Missouri
Nebraska
North Dakota
Ohio
South Dakota
Wisconsin

MOUNTAIN
Colorado
Idaho
Montana
Nevada
Utah
Wyoming

PACIFIC
Alaska
California
Hawaii
Oregon
Washington

OTHER
Guam
Puerto Rico
Virgin Islands

13.7

MAJOR FIELD OF STUDY CATEGORIES*

AGRICULTURE
- 01 Agricultural, Business and Production
- 02 Agricultural Sciences
- 03 Conservation and Renewable Natural Resources

ARCHITECTURE AND RELATED PROGRAMS
- 04 Architecture and Related Programs

AREA, ETHNIC AND CULTURAL STUDIES
- 05 Area, Ethnic and Cultural Studies

BUSINESS MANAGEMENT AND ADMINISTRATIVE SERVICES
- 52 Business Management and Administrative Services
- 08 Marketing Operations and Distribution

COMMUNICATIONS
- 09 Communications
- 10 Communication Technologies

COMPUTER AND INFORMATION SCIENCES
- 11 Computer and Information Sciences

PERSONAL AND MISCELLANEOUS SERVICES
- 12 Personal and Miscellaneous Services

EDUCATION
- 13 Education

ENGINEERING
- 14 Engineering
- 15 Engineering-Related Technologies

FOREIGN LANGUAGES AND LITERATURE
- 16 Foreign Languages and Literature

HEALTH
- 51 Health Professions and Related Sciences

HOME ECONOMICS
- 19 Home Economics
- 20 Vocational Home Economics

LAW AND LEGAL STUDIES
- 22 Law and Legal Studies

ENGLISH LANGUAGE AND LITERATURE/LETTERS
- 23 English Language and Literature/Letters

LIBERAL/GENERAL STUDIES
- 24 Liberal/General Studies

LIBRARY SCIENCES
- 25 Library Sciences

LIFE SCIENCES
- 26 Biological Sciences/Life Sciences

MATHEMATICS
- 27 Mathematics

MILITARY TECHNOLOGY
- 29 Military Technologies

MULTI/INTERDISCIPLINARY STUDIES
- 30 Multi/Interdisciplinary Studies

PARKS, RECREATION, LEISURE AND FITNESS STUDIES
- 31 Parks, Recreation and Leisure Studies

PHILOSOPHY AND RELIGION
- 38 Philosophy
- 39 Theological Studies and Religion Vocations

PHYSICAL SCIENCES
- 40 Physical Sciences
- 41 Sciences Technologies

PSYCHOLOGY
- 42 Psychology

PROTECTIVE SERVICES AND PUBLIC ADMINISTRATION
- 43 Protective Services
- 44 Public Administration and Services

SOCIAL SCIENCES AND HISTORY
- 45 Social Sciences

TRADE AND INDUSTRIAL
- 46 Construction Trades
- 47 Mechanics and Repairers
- 48 Precision Production
- 49 Transportation and Material Moving

VISUAL AND PERFORMING ARTS
- 50 Visual and Performing Arts

INTENSIVE ENGLISH LANGUAGE
- 60 Intensive English Language

UNDECLARED
- 90 Undeclared

* Source: National Center for Educational Statistics, *Classification of Instructional Programs, 1990* (Washington, D.C.: NCES, 1991).

Appendix A
THE ANNUAL CENSUS OF FOREIGN STUDENTS

A. Foreign Student Enrollment by Institution

State NRC	University	City	1992/93 Total*	1993/94 Total*	Percentage Change
ALABAMA					
63400	ALABAMA A & M UNIVERSITY	NORMAL	388	485	25.0
63403A	ALABAMA BIRMINGHAM, U OF	BIRMINGHAM	578	579	0.2
63403C	ALABAMA HUNTSVILLE, U OF	HUNTSVILLE	358	340	-5.0
63459	ALABAMA AVIATION & TECH C	OZARK	7	12	71.4
63402	ALABAMA STATE UNIVERSITY	MONTGOMERY	23	23	0.0
63403	ALABAMA, UNIVERSITY OF	TUSCALOOSA	874	874	0.0
63406	ATHENS STATE COLLEGE	ATHENS	3	3	0.0
63407A	AUBURN U MONTGOMERY	MONTGOMERY	65	68	4.6
63407	AUBURN U MAIN CAMPUS	AUBURN UNIVERSITY	686	691	0.7
63460	BESSEMER STATE TECH COLLEGE	BESSEMER	.	0	.
63404	BEVILL STATE CC BREWER	FAYETTE	0	0	.
63473	BEVILL STATE CC WALKER	SUMITON	.	0	.
63408	BIRMINGHAM SOUTHERN C	BIRMINGHAM	14	17	21.4
63428	BISHOP STATE CC	MOBILE	13	0	-100.0
63405	CENTRAL ALABAMA CC	ALEXANDER CITY	4	8	100.0
63452	CHATTAHOOCHEE VALLEY CC	PHENIX CITY	6	8	33.3
63411	ENTERPRISE STATE JR COLLEGE	ENTERPRISE	.	3	.
63417	FAULKNER STATE CC	BAY MINETTE	4	5	25.0
63401	FAULKNER UNIVERSITY	MONTGOMERY	5	15	200.0
63414	G WALLACE STATE CC DOTHAN	DOTHAN	7	11	57.1
63453	G WALLACE ST CC HANCEVILLE	HANCEVILLE	6	14	133.3
63413	GADSDEN STATE CC	GADSDEN	231	177	-23.4
63415	HUNTINGDON COLLEGE	MONTGOMERY	24	24	0.0
63416	JACKSONVILLE STATE U	JACKSONVILLE	126	158	25.4
63418	JEFFERSON DAVIS CC	BREWTON	3	.	.
63419	JEFFERSON STATE JR COLLEGE	BIRMINGHAM	43	43	0.0
63420	JOHN C CALHOUN STATE CC	DECATUR	17	23	35.3
63465	JOHN M PATTERSON ST TECH	MONTGOMERY	.	2	.
63422	JUDSON COLLEGE	MARION	4	7	75.0
63443	LAWSON STATE CC	BIRMINGHAM	2	2	0.0

* A blank in this column indicates a non-response.

State NRC	University	City	1992/93 Total	1993/94 Total	Percentage Change
63423	LIVINGSTON UNIVERSITY	LIVINGSTON	41	34	-17.1
63424	LURLEEN B WALLACE ST JC	ANDALUSIA	7	.	.
63427	MOBILE, UNIVERSITY OF	MOBILE	56	66	17.9
63429	MONTEVALLO, UNIVERSITY OF	MONTEVALLO	19	21	10.5
63412	NORTH ALABAMA, U OF	FLORENCE	32	35	9.4
63430	NORTHEAST ALABAMA ST JC	RAINSVILLE	20	7	-65.0
63431	NORTHWEST ALABAMA CC	PHIL CAMPBELL	7	.	.
63432	OAKWOOD COLLEGE	HUNTSVILLE	174	169	-2.9
63433	PATRICK HENRY STATE JC	MONROEVILLE	0	0	.
63469	REID STATE TECH COLLEGE	EVERGREEN	0	0	.
63435	SAMFORD UNIVERSITY	BIRMINGHAM	42	43	2.4
63457	SHELTON STATE CC	TUSCALOOSA	88	88	0.0
63466	SHOALS CC	MUSCLE SHOALS	7	.	.
63437	SOUTH ALABAMA, U OF	MOBILE	643	844	31.3
63439	SOUTHERN UNION ST JC	WADLEY	6	3	-50.0
63440	SPRING HILL COLLEGE	MOBILE	41	7	-82.9
63470	STHWST STATE TECH COLLEGE	MOBILE	1	1	0.0
63441	STILLMAN COLLEGE	TUSCALOOSA	.	7	.
63442	TALLADEGA COLLEGE	TALLADEGA	.	2	.
63444A	TROY STATE U DOTHAN	DOTHAN	5	6	20.0
63444	TROY STATE U MAIN CAMPUS	TROY	58	49	-15.5
63444B	TROY STATE U MONTGOMERY	MONTGOMERY	0	0	.
63445	TUSKEGEE UNIVERSITY	TUSKEGEE	113	215	90.3
63458	UNITED STATES SPORTS ACAD	DAPHNE	15	21	40.0
63446	WALKER COLLEGE	JASPER	4	2	-50.0
	■ STATE TOTAL		**4,870**	**5,212**	
ALASKA					
94401I	ALASKA ANCHORAGE, U OF	ANCHORAGE	148	195	31.8
94401B	ALASKA CHUKCHI CAMPUS, U OF	KOTZEBUE	0	0	.
94401	ALASKA FAIRBANKS, U OF	FAIRBANKS	271	311	14.8
94400	ALASKA PACIFIC UNIVERSITY	ANCHORAGE	31	31	0.0
94401D	ALASKA SOUTHEAST, U OF	SITKA	2	0	-100.0
94401H	ALASKA SOUTHEAST, U OF	JUNEAU	.	13	.
94401C	ALASKA STHEST-KETCHIKAN,U	KETCHIKAN	2	2	0.0
94401E	KENAI PENINSULA COLLEGE	SOLDOTNA	49	7	-85.7
94401J	KUSKOKWIM CC	BETHEL	4	1	-75.0
94401G	MATANUSKA SUSITNA COLLEGE	PALMER	15	16	6.7
94401M	PRINCE WM SOUND CC	VALDEZ	4	4	0.0
94402	SHELDON JACKSON COLLEGE	SITKA	1	2	100.0
	■ STATE TOTAL		**527**	**582**	
ARIZONA					
86425	AMERICAN GRAD SCH INTL MGT	GLENDALE	408	401	-1.7

State NRC	University	City	1992/93 Total	1993/94 Total	Percentage Change
86407	AMER INDIAN BIBLE COLLEGE	PHOENIX	1	2	100.0
86400	ARIZONA STATE UNIVERSITY	TEMPE	2,409	2,487	3.2
86402	ARIZONA WESTERN COLLEGE	YUMA	17	16	-5.9
86401	ARIZONA, UNIVERSITY OF	TUCSON	2,161	2,315	7.1
86403	CENTRAL ARIZONA COLLEGE	COOLIDGE	9	10	11.1
86410I	CHANDLER GILBERT CC	CHANDLER	0	44	.
86404	COCHISE COLLEGE	DOUGLAS	69	54	-21.7
86430	DEVRY INST OF TECHNOLOGY	PHOENIX	29	67	131.0
86405	EASTERN ARIZONA COLLEGE	THATCHER	9	16	77.8
86410B	GATEWAY CC	PHOENIX	32	25	-21.9
86410A	GLENDALE CC	GLENDALE	82	100	22.0
86406	GRAND CANYON UNIVERSITY	PHOENIX	100	63	-37.0
86410C	MESA CC	MESA	316	302	-4.4
86427	MOHAVE CC	KINGMAN	2	1	-50.0
86420	NAVAJO CC	TSAILE	1	0	-100.0
86421	NORTHERN ARIZONA UNIVERSITY	FLAGSTAFF	436	430	-1.4
86428	NORTHLAND PIONEER COLLEGE	HOLBROOK	0	0	.
86436	OTTAWA U PHOENIX CTR	PHOENIX	0	1	.
86410H	PARADISE VALLEY CC	PHOENIX	23	23	0.0
86410D	PHOENIX COLLEGE	PHOENIX	144	137	-4.9
86434	PHOENIX, UNIVERSITY OF	PHOENIX	0	.	.
86422	PIMA CC	TUCSON	742	621	-16.3
86432	PRESCOTT COLLEGE	PRESCOTT	.	12	.
86410F	RIO SALADO COLLEGE	PHOENIX	36	25	-30.6
86410E	SCOTTSDALE CC	SCOTTSDALE	125	125	0.0
86410G	SOUTH MOUNTAIN CC	PHOENIX	105	92	-12.4
86435	WESTERN INTL UNIVERSITY	PHOENIX	118	333	182.2
86426	YAVAPAI COLLEGE	PRESCOTT	57	39	-31.6
■	**STATE TOTAL**		**7,431**	**7,741**	
ARKANSAS					
71402	ARKANSAS COLLEGE	BATESVILLE	2	3	50.0
71406B	ARKANSAS LITTLE ROCK, U OF	LITTLE ROCK	431	567	31.6
71406	ARKANSAS MAIN CAMPUS, U OF	FAYETTEVILLE	674	723	7.3
71406A	ARKANSAS MED SCIENCES, U OF	LITTLE ROCK	27	33	22.2
71406C	ARKANSAS MONTICELLO, U OF	MONTICELLO	4	0	-100.0
71405	ARKANSAS STATE U MAIN CAM	STATE UNIVERSITY	419	395	-5.7
71405A	ARKANSAS STATE U BEEBE	BEEBE	2	4	100.0
71403	ARKANSAS TECH UNIVERSITY	RUSSELLVILLE	22	37	68.2
71404	CENTRAL ARKANSAS, U OF	CONWAY	169	275	62.7
71421	GARLAND COUNTY CC	HOT SPRINGS	1	1	0.0
71408	HARDING UNIVERSITY	SEARCY	143	146	2.1
71409	HENDERSON STATE UNIVERSITY	ARKADELPHIA	23	21	-8.7
71410	HENDRIX COLLEGE	CONWAY	10	18	80.0

State NRC	University	City	1992/93 Total	1993/94 Total	Percentage Change
71411	JOHN BROWN UNIVERSITY	SILOAM SPRINGS	124	133	7.3
71422	MISSISSIPPI COUNTY CC	BLYTHEVILLE	1	0	-100.0
71426	NO ARKANSAS TECH COLLEGE	HARRISON	1	1	0.0
71429	NORTH WEST ARKANSAS CC	BENTONVILLE	0	2	.
71413	OUACHITA BAPTIST UNIVERSITY	ARKADELPHIA	85	87	2.4
71414	OZARKS, UNIVERSITY OF THE	CLARKSVILLE	78	80	2.6
71416	PHILLIPS COUNTY CC	HELENA	0	0	.
71417	SHORTER COLLEGE	NORTH LITTLE ROCK	5	22	340.0
71419	STHN ARKANSAS U MAIN CAM	MAGNOLIA	43	42	-2.3
71424	STHN ARKANSAS U TECH BR	CAMDEN	0	.	.
71420	WESTARK CC	FORT SMITH	19	12	-36.8
71418	WILLIAMS BAPTIST COLLEGE	WALNUT RIDGE	18	31	72.2
	■ STATE TOTAL		**2,301**	**2,633**	
CALIFORNIA					
93402	ACADEMY OF ART COLLEGE	SAN FRANCISCO	734	910	24.0
93590A	ALAMEDA, COLLEGE OF	ALAMEDA	110	.	.
93401	ALLAN HANCOCK COLLEGE	SANTA MARIA	31	23	-25.8
93707	AMER ACADEMY DRAMATIC ARTS	PASADENA	15	16	6.7
93716	AMERICAN CONSERV THEATER	SAN FRANCISCO	3	5	66.7
93542A	AMERICAN RIVER COLLEGE	SACRAMENTO	116	108	-6.9
93407	ARMSTRONG UNIVERSITY	BERKELEY	143	108	-24.5
93408	ART CENTER COLLEGE OF DESIGN	PASADENA	211	214	1.4
93410	AZUSA PACIFIC UNIVERSITY	AZUSA	381	383	0.5
93411	BAKERSFIELD COLLEGE	BAKERSFIELD	37	42	13.5
93412	BARSTOW COLLEGE	BARSTOW	5	4	-20.0
93413	BETHANY COLLEGE	SCOTTS VALLEY	7	10	42.9
93414	BIOLA UNIVERSITY	LA MIRADA	252	328	30.2
93695	BROOKS COLLEGE	LONG BEACH	52	25	-51.9
93415	BROOKS INST SANTA BARBARA	SANTA BARBARA	94	103	9.6
93416	BUTTE COLLEGE	OROVILLE	97	200	106.2
93417	CABRILLO CC	APTOS	139	155	11.5
93419	CA BAPTIST COLLEGE	RIVERSIDE	60	60	0.0
93440	CA BERKELEY, U OF	BERKELEY	2,099	2,046	-2.5
93421	CA COLLEGE ARTS & CRAFTS	OAKLAND	127	120	-5.5
93422	CA COLLEGE PODIATRIC MED	SAN FRANCISCO	19	19	0.0
93440A	CA DAVIS, UNIVERSITY OF	DAVIS	988	904	-8.5
93728	CA FAMILY STUDY CTR	NORTH HOLLYWOOD	.	4	.
93700	CA INST INTEGRAL STUDIES	SAN FRANCISCO	58	52	-10.3
93426	CA INST OF ARTS	VALENCIA	77	87	13.0
93425	CA INST OF TECHNOLOGY	PASADENA	537	502	-6.5
93440D	CA IRVINE, UNIVERSITY OF	IRVINE	1,216	1,139	-6.3
93440F	CA LOS ANGELES, U OF	LOS ANGELES	1,764	1,736	-1.6
93427	CA LUTHERAN UNIVERSITY	THOUSAND OAKS	144	139	-3.5

State NRC	University	City	1992/93 Total	1993/94 Total	Percentage Change
93428	CA MARITIME ACAD	VALLEJO	15	11	-26.7
93430B	CA POLY ST U SAN LUIS OBISPO	SAN LUIS OBISPO	103	140	35.9
93440H	CA RIVERSIDE, UNIVERSITY OF	RIVERSIDE	291	283	-2.7
93440I	CA SAN DIEGO, UNIVERSITY OF	LA JOLLA	1,138	1,077	-5.4
93440L	CA SAN FRANCISCO, U OF	SAN FRANCISCO	134	106	-20.9
93440M	CA SANTA BARBARA, U OF	SANTA BARBARA	626	589	-5.9
93440N	CA SANTA CRUZ, UNIVERSITY OF	SANTA CRUZ	235	249	6.0
93429A	CA SCH PROF PSYCH BRK/ALA	ALAMEDA	9	13	44.4
93429B	CA SCH PROF PSYCH	SAN DIEGO	15	10	-33.3
93429C	CA SCH PROF PSYCH FRESNO	FRESNO	16	15	-6.3
93429	CA SCH PROF PSYCH L A	ALHAMBRA	14	16	14.3
93430A	CA STATE POLY U POMONA	POMONA	748	713	-4.7
93430C	CA STATE U BAKERSFIELD	BAKERSFIELD	116	118	1.7
93430E	CA STATE UNIVERSITY CHICO	CHICO	353	300	-15.0
93430D	CA STATE U DOMINGUEZ HILLS	CARSON	326	292	-10.4
93430F	CA STATE UNIVERSITY FRESNO	FRESNO	843	739	-12.3
93430G	CA STATE UNIVERSITY FULLERTON	FULLERTON	950	886	-6.7
93430H	CA STATE UNIVERSITY HAYWARD	HAYWARD	310	383	23.5
93430I	CA STATE U LONG BEACH	LONG BEACH	1,116	979	-12.3
93430J	CA STATE U LOS ANGELES	LOS ANGELES	1,433	1,700	18.6
93430N	CA STATE U NORTHRIDGE	NORTHRIDGE	580	585	0.9
93430K	CA STATE U SACRAMENTO	SACRAMENTO	741	655	-11.6
93430L	CA STATE U SAN BERNARDINO	SAN BERNARDINO	498	469	-5.8
93430T	CA STATE U SAN MARCOS	SAN MARCOS	6	12	100.0
93430Q	CA STATE U STANISLAUS	TURLOCK	59	56	-5.1
93627A	CANADA COLLEGE	REDWOOD CITY	186	126	-32.3
93450	CANYONS, COLLEGE OF THE	SANTA CLARITA	51	50	-2.0
93453	CERRITOS CC	NORWALK	196	200	2.0
93690	CERRO COSO CC	RIDGECREST	1	1	0.0
93454	CHABOT COLLEGE	HAYWARD	171	190	11.1
93455	CHAFFEY COLLEGE	RANCHO CUCAMONGA	230	350	52.2
93456	CHAPMAN UNIVERSITY	ORANGE	259	210	-18.9
93709	CHRIST COLLEGE IRVINE	IRVINE	75	60	-20.0
93699	CHRISTIAN HERITAGE COLLEGE	EL CAJON	21	21	0.0
93457	CHURCH DIV SCH OF PACIFIC	BERKELEY	5	3	-40.0
93458	CITRUS COLLEGE	GLENDORA	450	470	4.4
93459	CITY COLLEGE SAN FRANCISCO	SAN FRANCISCO	550	550	0.0
93470	CLAREMONT GRADUATE SCH	CLAREMONT	180	203	12.8
93470A	CLAREMONT MCKENNA COLLEGE	CLAREMONT	31	35	12.9
93480	COGSWELL COLLEGE	CUPERTINO	12	20	66.7
93481	COLUMBIA COLLEGE	COLUMBIA	9	10	11.1
93482	COMPTON CC	COMPTON	29	.	.
93483A	CONTRA COSTA COLLEGE	SAN PABLO	40	19	-52.5

State NRC	University	City	1992/93 Total	1993/94 Total	Percentage Change
93542B	COSUMNES RIVER COLLEGE	SACRAMENTO	99	115	16.2
93686	CRAFTON HILLS COLLEGE	YUCAIPA	15	16	6.7
93484	CUESTA COLLEGE	SAN LUIS OBISPO	68	22	-67.6
93724	CUYAMACA COLLEGE	EL CAJON	13	18	38.5
93485	CYPRESS COLLEGE	CYPRESS	39	27	-30.8
93669	D-Q UNIVERSITY	DAVIS	.	0	.
93492A	DE ANZA COLLEGE	CUPERTINO	383	402	5.0
93730	DEEP SPRINGS COLLEGE	DYER	.	2	.
93488	DESERT, COLLEGE OF THE	PALM DESERT	50	50	0.0
93664	DEVRY INST OF TECHNOLOGY	INDUSTRY CITY	57	57	0.0
93483B	DIABLO VALLEY COLLEGE	PLEASANT HILL	234	275	17.5
93489	DOMINICAN COLLEGE	SAN RAFAEL	57	55	-3.5
93610	DOMINICAN SCH PHIL & THEOL	BERKELEY	10	8	-20.0
93684	DON BOSCO TECHNICAL INST	ROSEMEAD	1	1	0.0
93530A	EAST LOS ANGELES COLLEGE	MONTEREY PARK	815	674	-17.3
93490	EL CAMINO CC DISTR	TORRANCE	243	388	59.7
93704	EVERGREEN VALLEY COLLEGE	SAN JOSE	156	200	28.2
93710	FASHION INST DSGN MERCH	LOS ANGELES	436	400	-8.3
93590B	FEATHER RIVER COLLEGE	QUINCY	1	1	0.0
93711	FIELDING INSTITUTE	SANTA BARBARA	70	66	-5.7
93492B	FOOTHILL COLLEGE	LOS ALTOS HILLS	404	439	8.7
93675	FRANCISCAN SCH THEOLOGY	BERKELEY	14	16	14.3
93647A	FRESNO CITY COLLEGE	FRESNO	240	240	0.0
93569	FRESNO PACIFIC COLLEGE	FRESNO	43	43	0.0
93493	FULLER THEOLOGICAL SEM	PASADENA	392	443	13.0
93494	FULLERTON COLLEGE	FULLERTON	38	39	2.6
93495	GAVILAN COLLEGE	GILROY	42	34	-19.0
93496	GLENDALE CC	GLENDALE	492	514	4.5
93497	GOLDEN GATE BAPT THEOL SEM	MILL VALLEY	38	48	26.3
93498	GOLDEN GATE UNIVERSITY	SAN FRANCISCO	815	785	-3.7
93566A	GOLDEN WEST COLLEGE	HUNTINGTON BEACH	81	97	19.8
93499	GRADUATE THEOL UNION	BERKELEY	41	46	12.2
93500	GROSSMONT COLLEGE	EL CAJON	386	460	19.2
93501	HARTNELL COLLEGE	SALINAS	102	99	-2.9
93470B	HARVEY MUDD COLLEGE	CLAREMONT	9	12	33.3
93744	HEALD BUSINESS C SALINAS	SALINAS	0	0	.
93734	HEALD BUSINESS C SAN FRAN	SAN FRANCISCO	65	.	.
93743	HEALD BUSINESS C STOCKTON	STOCKTON	0	.	.
93742	HEALD COLLEGE OAKLAND	OAKLAND	25	15	-40.0
93732	HEALD INST TECH MARTINEZ	MARTINEZ	0	0	.
93503	HEBREW UNION C CA BRANCH	LOS ANGELES	2	.	.
93504	HOLY NAMES COLLEGE	OAKLAND	148	123	-16.9
93430R	HUMBOLDT STATE UNIVERSITY	ARCATA	54	39	-27.8

State NRC	University	City	1992/93 Total	1993/94 Total	Percentage Change
93506	HUMPHREYS COLLEGE	STOCKTON	3		
93508	IMPERIAL VALLEY COLLEGE	IMPERIAL	24	36	50.0
93665	IRVINE VALLEY COLLEGE	IRVINE	171	155	-9.4
93509	JESUIT SCH OF THEOLOGY	BERKELEY	55	56	1.8
93510	JOHN F KENNEDY UNIVERSITY	ORINDA	41	22	-46.3
93511	JUDAISM, UNIVERSITY OF	LOS ANGELES	17	20	17.6
93647B	KINGS RIVER CC	REEDLEY	63	75	19.0
93518B	LA SIERRA UNIVERSITY	RIVERSIDE	160	130	-18.8
93514	LA VERNE, UNIVERSITY OF	LA VERNE	189	200	5.8
93676	LAKE TAHOE CC	SOUTH LAKE TAHOE	2	1	-50.0
93590D	LANEY COLLEGE	OAKLAND	64	110	71.9
93454A	LAS POSITAS COLLEGE	LIVERMORE	10	10	0.0
93515	LASSEN COLLEGE	SUSANVILLE	20	26	30.0
93516	LINCOLN UNIVERSITY	SAN FRANCISCO	323	343	6.2
93518	LOMA LINDA UNIVERSITY	LOMA LINDA	259	263	1.5
93520	LONG BEACH CITY COLLEGE	LONG BEACH	80	74	-7.5
93530B	LOS ANGELES CITY COLLEGE	LOS ANGELES	870	861	-1.0
93530C	LOS ANGELES HARBOR COLLEGE	WILMINGTON	253	253	0.0
93530I	LOS ANGELES MISSION COLLEGE	SYLMAR	45	87	93.3
93530D	LOS ANGELES PIERCE COLLEGE	WOODLAND HILLS	319	284	-11.0
93530E	LOS ANGELES SOUTHWEST C	LOS ANGELES	5	4	-20.0
93530F	LOS ANGELES TRADE TECH C	LOS ANGELES	54	60	11.1
93530G	LOS ANGELES VALLEY COLLEGE	VAN NUYS	415	237	-42.9
93483C	LOS MEDANOS COLLEGE	PITTSBURG	22	7	-68.2
93543	LOYOLA MARYMOUNT U	LOS ANGELES	211	255	20.9
93544	MARIN, COLLEGE OF	KENTFIELD	110	99	-10.0
93692	MARYMOUNT PALOS VERDES C	RANCHO PALOS VERDES	216	180	-16.7
93521	MASTER'S COLLEGE, THE	NEWHALL	32	26	-18.8
93698	MENDOCINO COLLEGE	UKIAH	6	7	16.7
93546	MENLO COLLEGE	ATHERTON	88	75	-14.8
93691	MENNONITE BRTHRN BIBLE SEM	FRESNO	39	33	-15.4
93547	MERCED COLLEGE	MERCED	38	48	26.3
93590E	MERRITT COLLEGE	OAKLAND	31	26	-16.1
93548	MILLS COLLEGE	OAKLAND	70	56	-20.0
93549	MIRA COSTA COLLEGE	OCEANSIDE	57	104	82.5
93656A	MISSION COLLEGE	SANTA CLARA	19	24	26.3
93550	MODESTO JR COLLEGE	MODESTO	101	108	6.9
93551	MONTEREY INST INTL STUDIES	MONTEREY	238	250	5.0
93552	MONTEREY PENINSULA COLLEGE	MONTEREY	250	307	22.8
93554	MOORPARK COLLEGE	MOORPARK	147	125	-15.0
93556	MT SAN ANTONIO COLLEGE	WALNUT	537	528	-1.7
93557	MT SAN JACINTO COLLEGE	SAN JACINTO	13	16	23.1
93555	MT ST MARY'S COLLEGE	LOS ANGELES	23	26	13.0

State NRC	University	City	1992/93 Total	1993/94 Total	Percentage Change
93559	NAPA VALLEY COLLEGE	NAPA	28	54	92.9
93696	NATIONAL UNIVERSITY	SAN DIEGO	600	524	-12.7
93560	NAVAL POSTGRAD SCH	MONTEREY	199	232	16.6
93561	NEW COLLEGE OF CALIFORNIA	SAN FRANCISCO	17	17	0.0
93563	NOTRE DAME, COLLEGE OF	BELMONT	159	166	4.4
93564	OCCIDENTAL COLLEGE	LOS ANGELES	56	52	-7.1
93565	OHLONE COLLEGE	FREMONT	83	.	.
93566B	ORANGE COAST COLLEGE	COSTA MESA	326	356	9.2
93567	OTIS COLLEGE ART & DESIGN	LOS ANGELES	128	148	15.6
93678	OXNARD COLLEGE	OXNARD	75	70	-6.7
93568	PACIFIC CHRISTIAN COLLEGE	FULLERTON	17	19	11.8
93725	PACIFIC GRAD SCH PSYCH	PALO ALTO	20	27	35.0
93571	PACIFIC OAKS COLLEGE	PASADENA	7	18	157.1
93572	PACIFIC SCH OF RELIGION	BERKELEY	22	22	0.0
93574	PACIFIC UNION COLLEGE	ANGWIN	125	103	-17.6
93575	PACIFIC, UNIVERSITY OF THE	STOCKTON	239	244	2.1
93576	PALO VERDE COLLEGE	BLYTHE	4	4	0.0
93577	PALOMAR CC	SAN MARCOS	204	219	7.4
93578	PASADENA CITY COLLEGE	PASADENA	550	550	0.0
93683	PATTEN COLLEGE	OAKLAND	21	20	-4.8
93581A	PEPPERDINE UNIVERSITY	MALIBU	396	368	-7.1
93470C	PITZER COLLEGE	CLAREMONT	48	40	-16.7
93579	POINT LOMA NAZARENE C	SAN DIEGO	64	72	12.5
93470D	POMONA COLLEGE	CLAREMONT	23	29	26.1
93600	PORTERVILLE COLLEGE	PORTERVILLE	8	3	-62.5
93601	QUEEN OF HOLY ROSARY C	MISSION SAN JOSE	.	0	.
93628	RANCHO SANTIAGO COLLEGE	SANTA ANA	430	450	4.7
93603	RAND GRADUATE SCHOOL	SANTA MONICA	11	12	9.1
93604	REDLANDS, UNIVERSITY OF	REDLANDS	78	77	-1.3
93605	REDWOODS, COLLEGE OF THE	EUREKA	24	45	87.5
93606	RIO HONDO COLLEGE	WHITTIER	320	400	25.0
93607	RIVERSIDE CC	RIVERSIDE	273	302	10.6
93542C	SACRAMENTO CITY COLLEGE	SACRAMENTO	566	512	-9.5
93609	SADDLEBACK COLLEGE	MISSION VIEJO	205	190	-7.3
93616	SAN BERNARDINO VLY COLLEGE	SAN BERNARDINO	53	80	50.9
93617A	SAN DIEGO CITY COLLEGE	SAN DIEGO	211	250	18.5
93617C	SAN DIEGO MESA COLLEGE	SAN DIEGO	185	193	4.3
93617D	SAN DIEGO MIRAMAR COLLEGE	SAN DIEGO	9	12	33.3
93430M	SAN DIEGO STATE UNIVERSITY	SAN DIEGO	660	608	-7.9
93618	SAN DIEGO, UNIVERSITY OF	SAN DIEGO	291	301	3.4
93620	SAN FRANCISCO ART INST	SAN FRANCISCO	69	57	-17.4
93726	SAN FRANCISCO C MORTUARY	SAN FRANCISCO	1	2	100.0
93621	SAN FRANCISCO CONSV MUSIC	SAN FRANCISCO	76	74	-2.6

State NRC	University	City	1992/93 Total	1993/94 Total	Percentage Change
93430O	SAN FRANCISCO STATE U	SAN FRANCISCO	1,089	785	-27.9
93622	SAN FRANCISCO THEOL SEM	SAN ANSELMO	221	245	10.9
93623	SAN FRANCISCO, U OF	SAN FRANCISCO	853	802	-6.0
93624	SAN JOAQUIN DELTA COLLEGE	STOCKTON	127	121	-4.7
93626	SAN JOSE CITY COLLEGE	SAN JOSE	55	40	-27.3
93430P	SAN JOSE STATE UNIVERSITY	SAN JOSE	977	931	-4.7
93627B	SAN MATEO, COLLEGE OF	SAN MATEO	208	181	-13.0
93629	SANTA BARBARA CITY COLLEGE	SANTA BARBARA	370	333	-10.0
93630	SANTA CLARA UNIVERSITY	SANTA CLARA	641	604	-5.8
93631	SANTA MONICA COLLEGE	SANTA MONICA	2,011	2,262	12.5
93632	SANTA ROSA JR COLLEGE	SANTA ROSA	203	171	-15.8
93722	SAYBROOK INSTITUTE	SAN FRANCISCO	15	21	40.0
93470E	SCRIPPS COLLEGE	CLAREMONT	23	26	13.0
93634	SEQUOIAS, COLLEGE OF THE	VISALIA	16	14	-12.5
93635	SHASTA COLLEGE	REDDING	11	11	0.0
93636	SIERRA COLLEGE	ROCKLIN	59	17	-71.2
93638	SISKIYOUS, COLLEGE OF THE	WEED	65	60	-7.7
93627C	SKYLINE COLLEGE	SAN BRUNO	145	129	-11.0
93639	SOLANO CC	SUISUN CITY	22	17	-22.7
93430S	SONOMA STATE UNIVERSITY	ROHNERT PARK	153	74	-51.6
93643	SOUTHWESTERN COLLEGE	CHULA VISTA	162	150	-7.4
93611	ST JOHN'S SEM COLLEGE	CAMARILLO	12	58	383.3
93613	ST MARY'S COLLEGE OF CA	MORAGA	134	156	16.4
93689	ST PATRICK'S SEM	MENLO PARK	12	9	-25.0
93646	STANFORD UNIVERSITY	STANFORD	2,373	2,550	7.5
93640	STHN CA COLLEGE	COSTA MESA	27	21	-22.2
93522	STHN CA COLLEGE OPTOMETRY	FULLERTON	5	6	20.0
93642	STHN CA, UNIVERSITY OF	LOS ANGELES	4,038	4,189	3.7
93649	TAFT COLLEGE	TAFT	14	14	0.0
93641	THEOL CLAREMONT, SCH OF	CLAREMONT	50	51	2.0
93740	THOMAS AQUINAS COLLEGE	SANTA PAULA	27	27	0.0
93650	US INTERNATIONAL UNIVERSITY	SAN DIEGO	396	355	-10.4
93652	VENTURA COLLEGE	VENTURA	32	60	87.5
93653	VICTOR VALLEY COLLEGE	VICTORVILLE	4	4	0.0
93590F	VISTA COLLEGE	BERKELEY	0	0	.
93654A	W COAST U ORANGE CO CTR	ORANGE	75	0	-100.0
93654	WEST COAST U MAIN CAMPUS	LOS ANGELES	436	405	-7.1
93655	WEST HILLS COLLEGE	COALINGA	2	4	100.0
93530H	WEST LOS ANGELES COLLEGE	CULVER CITY	274	200	-27.0
93705	WEST LOS ANGELES, U OF	LOS ANGELES	.	3	.
93656	WEST VALLEY COLLEGE	SARATOGA	138	105	-23.9
93666	WESTMINSTER THEOL SEM CA	ESCONDIDO	18	15	-16.7
93658	WESTMONT COLLEGE	SANTA BARBARA	17	13	-23.5

State NRC	University	City	1992/93 Total	1993/94 Total	Percentage Change
93660	WHITTIER COLLEGE	WHITTIER	49	52	6.1
93661	WOODBURY UNIVERSITY	BURBANK	199	193	-3.0
93715	WORLD COLLEGE WEST	PETALUMA	0	.	.
93662	WRIGHT INSTITUTE	BERKELEY	9	10	11.1
93706A	WSTN ST U C LAW ORANGE	FULLERTON	.	5	.
93706B	WSTN ST U C LAW SAN DIEGO	SAN DIEGO	3	1	-66.7
93663	YUBA COLLEGE	MARYSVILLE	30	19	-36.7
	■ STATE TOTAL		**57,236**	**56,673**	
COLORADO					
84400	ADAMS STATE COLLEGE	ALAMOSA	9	5	-44.4
84401	AIMS CC	GREELEY	10	4	-60.0
84402	ARAPAHOE CC	LITTLETON	213	183	-14.1
84410	AURORA, CC OF	AURORA	11	7	-36.4
84446	BETH-EL COLLEGE OF NURSING	COLORADO SPRINGS	0	0	.
84445	BLAIR JR COLLEGE	COLORADO SPRINGS	3	5	66.7
84407	COLORADO BOULDER, U OF	BOULDER	1,081	1,091	0.9
84425	COLORADO CHRISTIAN U	LAKEWOOD	30	42	40.0
84403	COLORADO COLLEGE	COLORADO SPRINGS	45	49	8.9
84407B	COLORADO COLO SPRNG, U OF	COLORADO SPRINGS	58	65	12.1
84407C	COLORADO DENVER, U OF	DENVER	312	336	7.7
84407A	COLORADO HLTH SCI CTR, U OF	DENVER	36	36	0.0
84404B	COLORADO MTN COLLEGE	GLENWOOD SPRINGS	18	15	-16.7
84434	COLORADO NORTHWESTERN CC	RANGELY	10	4	-60.0
84405	COLORADO SCH OF MINES	GOLDEN	367	369	0.5
84406	COLORADO STATE UNIVERSITY	FORT COLLEGEINS	992	988	-0.4
84437	COLORADO TECHNICAL COLLEGE	COLORADO SPRINGS	67	36	-46.3
84408	DENVER SEMINARY	DENVER	33	44	33.3
84409A	DENVER, CC OF	DENVER	210	172	-18.1
84411	DENVER, UNIVERSITY OF	DENVER	615	676	9.9
84413	FORT LEWIS COLLEGE	DURANGO	85	73	-14.1
84409B	FRONT RANGE CC	WESTMINSTER	98	120	22.4
84414	ILIFF SCH OF THEOLOGY	DENVER	20	16	-20.0
84416	LAMAR CC	LAMAR	4	13	225.0
84418	MESA STATE COLLEGE	GRAND JUNCTION	72	90	25.0
84419	METROPOLITAN STATE COLLEGE	DENVER	155	159	2.6
84433	MORGAN CC	FORT MORGAN	3	0	-100.0
84444	NAROPA INSTITUTE	BOULDER	29	32	10.3
84421	NORTHEASTERN JR COLLEGE	STERLING	4	7	75.0
84422	NORTHERN COLORADO, U OF	GREELEY	185	190	2.7
84423	OTERO JR COLLEGE	LA JUNTA	29	24	-17.2
84412	PIKES PEAK CC	COLORADO SPRINGS	18	37	105.6
84443	PUEBLO CC	PUEBLO	24	23	-4.2
84409C	RED ROCKS CC	LAKEWOOD	350	350	0.0

State NRC	University	City	1992/93 Total	1993/94 Total	Percentage Change
84424	REGIS UNIVERSITY	DENVER	403	81	-79.9
84428	SOUTHERN COLORADO, U OF	PUEBLO	138	200	44.9
84417	TEIKYO LORETTO HEIGHTS U	DENVER	0	430	.
84430	TRINIDAD STATE JR COLLEGE	TRINIDAD	52	48	-7.7
84431	US AIR FORCE ACADEMY	COLORADO SPRINGS	40	40	0.0
84432	WESTERN STATE C COLORADO	GUNNISON	22	27	22.7
	■ **STATE TOTAL**		**5,851**	**6,087**	
CONNECTICUT					
16400	ALBERTUS MAGNUS COLLEGE	NEW HAVEN	38	33	-13.2
16464	ASNUNTUCK CC	ENFIELD	25	3	-88.0
16469	BRIARWOOD COLLEGE	SOUTHINGTON	1	7	600.0
16402	BRIDGEPORT ENGR INST	FAIRFIELD	1	2	100.0
16403	BRIDGEPORT, UNIVERSITY OF	BRIDGEPORT	299	587	96.3
16422	CAPITAL CMTY TECH COLLEGE	HARTFORD	35	62	77.1
16404	CENTRAL CONN STATE U	NEW BRITAIN	192	179	-6.8
16406	CONNECTICUT COLLEGE	NEW LONDON	126	131	4.0
16410	CONNECTICUT, UNIVERSITY OF	STORRS	1,093	1,195	9.3
16420	EASTERN CONN STATE U	WILLIMANTIC	59	102	72.9
16421	FAIRFIELD UNIVERSITY	FAIRFIELD	28	30	7.1
16453	GATEWAY CMTY TECH COLLEGE	NEW HAVEN	22	22	00.
16468	GRTR NEW HAVEN ST TECH C	NORTH HAVEN	5	.	.
16446	HARTFORD GRADUATE CENTER	HARTFORD	13	21	61.5
16424	HARTFORD SEM	HARTFORD	0	4	.
16426	HARTFORD, UNIVERSITY OF	WEST HARTFORD	676	685	1.3
16429	HOUSATONIC CC	BRIDGEPORT	12	45	275.0
16432	MANCHESTER CC	MANCHESTER	20	20	0.0
16434	MATTATUCK CC	WATERBURY	7	5	-28.6
16435	MIDDLESEX CC	MIDDLETOWN	26	24	-7.7
16436	MITCHELL COLLEGE	NEW LONDON	68	62	-8.8
16462	MOHEGAN CC	NORWICH	.	16	.
16466	NAUGATUCK VLY CMTY TECH	WATERBURY	3	13	333.3
16440	NEW HAVEN, UNIVERSITY OF	WEST HAVEN	618	677	9.5
16442	NORWALK CC	NORWALK	27	27	0.0
16441	NORTHWESTERN CT CC	WINSTED	.	3	.
16465	QUINEBAUG VALLEY CC	DANIELSON	1	1	0.0
16445	QUINNIPIAC COLLEGE	HAMDEN	20	28	40.0
16447	SACRED HEART UNIVERSITY	FAIRFIELD	92	95	3.3
16454	SOUTHERN CONN STATE U	NEW HAVEN	197	178	-9.6
16450	ST JOSEPH COLLEGE	WEST HARTFORD	5	6	20.0
16444	TEIKYO POST UNIVERSITY	WATERBURY	109	74	-32.1
16455	THREE RIVERS CMTY TECH C	NORWICH	2	18	800.0
16456	TRINITY COLLEGE	HARTFORD	34	33	-2.9

State NRC	University	City	1992/93 Total	1993/94 Total	Percentage Change
16463	TUNXIS CC	FARMINGTON	42	64	52.4
16457	US COAST GUARD ACAD	NEW LONDON	22	22	0.0
16458	WESLEYAN UNIVERSITY	MIDDLETOWN	110	110	0.0
16459	WESTERN CT STATE UNIVERSITY	DANBURY	29	.	.
16460	YALE UNIVERSITY	NEW HAVEN	1,262	1,240	-1.7
	STATE TOTAL		**5,320**	**5,839**	
DELAWARE					
51403Y	DE TECH & CC CAMPUSES	DOVER	60	48	-20.0
51402	DELAWARE STATE UNIVERSITY	DOVER	49	52	6.1
51404	DELAWARE, UNIVERSITY OF	NEWARK	1,124	1,209	7.6
51406	GOLDEY BEACOM COLLEGE	WILMINGTON	78	98	25.6
51407	WESLEY COLLEGE	DOVER	12	17	41.7
51408	WILMINGTON COLLEGE	NEW CASTLE	8	15	87.5
	STATE TOTAL		**1,331**	**1,439**	
D.C.					
53404	AMERICAN UNIVERSITY	WASHINGTON	1,601	1,703	6.4
53410	CATHOLIC U OF AMERICA	WASHINGTON	389	376	-3.3
53445	CORCORAN SCHOOL OF ART	WASHINGTON	26	34	30.8
53446	DE SALES HALL SCH THEOL	WASHINGTON	2	0	-100.0
53417	DIST OF COLUMBIA, U OF	WASHINGTON	947	951	0.4
53442	DOMINICAN HOUSE OF STUDIES	WASHINGTON	6	.	.
53418	GALLAUDET UNIVERSITY	WASHINGTON	299	299	0.0
53419	GEORGE WASHINGTON U	WASHINGTON	2,421	2,423	0.1
53420	GEORGETOWN UNIVERSITY	WASHINGTON	1,259	1,344	6.8
53421	HOWARD UNIVERSITY	WASHINGTON	1,142	945	-17.3
53434	JOHNS HOPKINS SCH ADV INTL	WASHINGTON	189	178	-5.8
53427	MOUNT VERNON COLLEGE	WASHINGTON	45	.	.
53431	OBLATE COLLEGE	WASHINGTON	5	5	0.0
53435	SOUTHEASTERN UNIVERSITY	WASHINGTON	137	122	-10.9
53436	STRAYER COLLEGE	WASHINGTON	662	662	0.0
53438	TRINITY COLLEGE	WASHINGTON	34	16	-52.9
53441	WESLEY THEOLOGICAL SEM	WASHINGTON	12	9	-25.0
	STATE TOTAL		**9,176**	**9,067**	
FLORIDA					
59400	BARRY UNIVERSITY	MIAMI SHORES	654	573	-12.4
59401	BETHUNE COOKMAN COLLEGE	DAYTONA BEACH	53	55	3.8
59403	BREVARD CC	COCOA	138	130	-5.8
59404	BROWARD CC	FORT LAUDERDALE	660	773	17.1
59405	CENTRAL FLORIDA CC	OCALA	72	73	1.4
59420G	CENTRAL FLORIDA, U OF	ORLANDO	587	724	23.3
59406	CHIPOLA JR COLLEGE	MARIANNA	4	4	0.0
59472	CLEARWATER CHRISTIAN COLLEGE	CLEARWATER	12	12	0.0

State NRC	University	City	1992/93 Total	1993/94 Total	Percentage Change
59407	DAYTONA BEACH CC	DAYTONA BEACH	274	276	0.7
59408	ECKERD COLLEGE	ST. PETERSBURG	161	142	-11.8
59409	EDISON CC	FORT MYERS	88	86	-2.3
59410	EDWARD WATERS COLLEGE	JACKSONVILLE	37	61	64.9
59411	EMBRY-RIDDLE AERON U	DAYTONA BEACH	529	523	-1.1
59470	FLAGLER COLLEGE	ST. AUGUSTINE	38	35	-7.9
59420C	FLORIDA A & M UNIVERSITY	TALLAHASSEE	133	154	15.8
59420D	FLORIDALANTIC UNIVERSITY	BOCA RATON	846	843	-0.4
59488	FLORIDA BAPTIST THEOL COLLEGE	GRACEVILLE	4	4	0.0
59416	FLORIDA CC JACKSONVILLE	JACKSONVILLE	95	101	6.3
59413	FLORIDA COLLEGE	TEMPLE TERRACE	1	7	600.0
59415	FLORIDA INST TECHNOLOGY	MELBOURNE	874	894	2.3
59420E	FLORIDA INTERNATIONAL U	MIAMI	1,688	1,895	12.3
59417	FLORIDA KEYS CC	KEY WEST	3	3	0.0
59418	FLORIDA MEMORIAL COLLEGE	MIAMI	241	.	.
59419	FLORIDA SOUTHERN COLLEGE	LAKELAND	90	110	22.2
59420F	FLORIDA STATE UNIVERSITY	TALLAHASSEE	800	786	-1.8
59420	FLORIDA, UNIVERSITY OF	GAINESVILLE	2,261	2,211	-2.2
59431	GULF COAST CC	PANAMA CITY	25	23	-8.0
59432	HILLSBOROUGH CC	TAMPA	205	215	4.9
59433	INDIAN RIVER CC	FORT PIERCE	52	52	0.0
59483	INTL FINE ARTS COLLEGE	MIAMI	105	105	0.0
59434	JACKSONVILLE UNIVERSITY	JACKSONVILLE	118	102	-13.6
59436	LAKE CITY CC	LAKE CITY	11	10	-9.1
59437	LAKE SUMTER CC	LEESBURG	2	2	0.0
59439	LYNN UNIVERSITY	BOCA RATON	155	184	18.7
59438	MANATEE CC	BRADENTON	42	64	52.4
59440	MIAMI, UNIVERSITY OF	CORAL GABLES	1,855	1,859	0.2
59441	MIAMI-DADE CC	MIAMI	1,654	1,530	-7.5
59443	NORTH FLORIDA JR COLLEGE	MADISON	0	1	.
59420H	NORTH FLORIDA, U OF	JACKSONVILLE	126	136	7.9
59444	NOVA SOUTHEASTERN U	FORT LAUDERDALE	436	490	12.4
59445	OKALOOSA-WALTON JC	NICEVILLE	9	9	0.0
59468	PALM BEACH ATLANTIC COLLEGE	WEST PALM BEACH	83	77	-7.2
59448	PALM BEACH CC	LAKE WORTH	202	195	-3.5
59466	PASCO-HERNANDO CC	DADE CITY	6	3	-50.0
59449	PENSACOLA JR COLLEGE	PENSACOLA	19	17	-10.5
59450	POLK CC	WINTER HAVEN	17	16	-5.9
59453	REFORMED THEOLOGICAL SEM	MAITLAND	.	16	.
59475	RINGLING SCH ART & DESIGN	SARASOTA	31	39	25.8
59451	ROLLINS COLLEGE	WINTER PARK	90	99	10.0
59457	SANTA FE CC	GAINESVILLE	257	263	2.3
59481	SARASOTA, UNIVERSITY OF	SARASOTA	12	12	0.0

State NRC	University	City	1992/93 Total	1993/94 Total	Percentage Change
59458	SEMINOLE CC	SANFORD	81	96	18.5
59459	SOUTH FLORIDA CC	AVON PARK	12	7	-41.7
59420I	SOUTH FLORIDA, U OF	TAMPA	936	953	1.8
59471	ST JOHN VIANNEY COLLEGE SEM	MIAMI	7	6	-14.3
59452	ST JOHN'S RIVER JR COLLEGE	PALATKA	4	7	75.0
59454	ST LEO COLLEGE	SAINT LEO	44	43	-2.3
59456	ST PETERSBURG JR COLLEGE	ST. PETERSBURG	293	353	20.5
59402	ST THOMAS UNIVERSITY	MIAMI	226	215	-4.9
59477	ST VINCENT DE PAUL SEM	BOYNTON BEACH	21	17	-19.0
59461	STETSON UNIVERSITY	DELAND	65	65	0.0
59462	TALLAHASSEE CC	TALLAHASSEE	90	75	-16.7
59463	TAMPA, UNIVERSITY OF	TAMPA	200	216	8.0
59480	TRINITY COLLEGE MIAMI	MIAMI	4	1	-75.0
59464	VALENCIA CC	ORLANDO	328	322	-1.8
59478	WARNER SOUTHERN COLLEGE	LAKE WALES	8	6	-25.0
59465	WEBBER COLLEGE	BABSON PARK	47	47	0.0
59420J	WEST FLORIDA, UNIVERSITY OF	PENSACOLA	153	132	-13.7
	■ **STATE TOTAL**		**18,374**	**18,555**	
GEORGIA					
58400	ABRAHAM BALDWIN AGRL C	TIFTON	58	53	-8.6
58401	AGNES SCOTT COLLEGE	DECATUR	31	17	-45.2
58403	ALBANY STATE COLLEGE	ALBANY	0	.	.
58479	AMER COLLEGE APPLIED ARTS	ATLANTA	131	152	16.0
58404	ANDREW COLLEGE	CUTHBERT	52	54	3.8
58405	ARMSTRONG STATE COLLEGE	SAVANNAH	25	47	88.0
58476	ART INST OF ATLANTA	ATLANTA	17	21	23.5
58483	ATHENS AREA TECH INST	ATHENS	7	.	.
58409	ATLANTA COLLEGE OF ART	ATLANTA	12	12	0.0
58467	ATLANTA METROPOLITAN C	ATLANTA	85	85	0.0
58411	AUGUSTA COLLEGE	AUGUSTA	53	59	11.3
58484	AUGUSTA TECHNICAL INST	AUGUSTA	5	6	20.0
58464	BAINBRIDGE COLLEGE	BAINBRIDGE	3	2	-33.3
58412	BERRY COLLEGE	MOUNT BERRY	28	31	10.7
58413	BRENAU WOMEN'S COLLEGE	GAINESVILLE	28	30	7.1
58415	BRUNSWICK COLLEGE	BRUNSWICK	12	10	-16.7
58416	CLARK ATLANTA UNIVERSITY	ATLANTA	244	320	31.1
58417	CLAYTON STATE COLLEGE	MORROW	11	32	190.9
58486	COLOMBUS TECHNICAL INST	COLUMBUS	0	.	.
58418	COLUMBIA THEOLOGICAL SEM	DECATUR	19	24	26.3
58419	COLUMBUS COLLEGE	COLUMBUS	61	70	14.8
58481	COVENANT COLLEGE	LOOKOUT MOUNTAIN	24	22	-8.3
58420	DALTON COLLEGE	DALTON	2	0	-100.0
58421	DEKALB COLLEGE	DECATUR	344	290	-15.7

State NRC	University	City	1992/93 Total	1993/94 Total	Percentage Change
58480	DEVRY INST OF TECHNOLOGY	DECATUR	37	40	8.1
58466	EAST GEORGIA COLLEGE	SWAINSBORO	.	0	.
58422	EMMANUEL COLLEGE	FRANKLIN SPRINGS	0	2	.
58423	EMORY UNIVERSITY	ATLANTA	359	423	17.8
58463	FLOYD COLLEGE	ROME	.	0	.
58424	FORT VALLEY STATE COLLEGE	FORT VALLEY	16	17	6.3
58425	GAINESVILLE COLLEGE	GAINESVILLE	16	16	0.0
58426	GEORGIA COLLEGE	MILLEDGEVILLE	95	110	15.8
58427	GEORGIA INST TECHNOLOGY	ATLANTA	1,142	1,155	1.1
58428	GEORGIA MILITARY COLLEGE	MILLEDGEVILLE	3	1	-66.7
58429	GEORGIA SOUTHERN U	STATESBORO	202	307	52.0
58430	GEORGIA SOUTHWESTERN COLLEGE	AMERICUS	62	.	.
58431	GEORGIA STATE UNIVERSITY	ATLANTA	749	793	5.9
58432	GEORGIA, UNIVERSITY OF	ATHENS	1,349	1,412	4.7
58433	GORDON COLLEGE	BARNESVILLE	.	14	.
58482	INST PAPER SCIENCE & TECH	ATLANTA	.	6	.
58434	INTERDENOMINATL THEOL CTR	ATLANTA	19	12	-36.8
58436	KENNESAW STATE COLLEGE	MARIETTA	156	394	152.6
58437	LA GRANGE COLLEGE	LAGRANGE	57	65	14.0
58471	LIFE CHIROPRACTIC COLLEGE	MARIETTA	96	96	0.0
58438	MACON COLLEGE	MACON	4	8	100.0
58439	MEDICAL COLLEGE OF GEORGIA	AUGUSTA	48	49	2.1
58440B	MERCER UNIVERSITY IN ATLANTA	ATLANTA	192	175	-8.9
58440	MERCER U MAIN CAMPUS	MACON	42	43	2.4
58440A	MERCER U STHN SCH PHAR	ATLANTA	12	.	.
58441	MIDDLE GEORGIA COLLEGE	COCHRAN	9	13	44.4
58442	MOREHOUSE COLLEGE	ATLANTA	60	.	.
58478	MOREHOUSE SCH OF MEDICINE	ATLANTA	0	1	.
58443	MORRIS BROWN COLLEGE	ATLANTA	132	200	51.5
58445	NORTH GEORGIA COLLEGE	DAHLONEGA	5	6	20.0
58446	OGLETHORPE UNIVERSITY	ATLANTA	44	53	20.5
58447	PAINE COLLEGE	AUGUSTA	6	5	-16.7
58448	PIEDMONT COLLEGE	DEMOREST	8	8	0.0
58449	REINHARDT COLLEGE	WALESKA	18	24	33.3
58475	SAVANNAH COLLEGE ART & DSGN	SAVANNAH	140	225	60.7
58450	SAVANNAH STATE COLLEGE	SAVANNAH	55	57	3.6
58451	SHORTER COLLEGE	ROME	26	19	-26.9
58469	SOUTH COLLEGE	SAVANNAH	1	0	-100.0
58427A	SOUTHERN COLLEGE TECH	MARIETTA	113	137	21.2
58453	SPELMAN COLLEGE	ATLANTA	52	49	-5.8
58465	THOMAS COLLEGE	THOMASVILLE	.	6	.
58455	TOCCOA FALLS COLLEGE	TOCCOA FALLS	58	50	-13.8
58456	TRUETT MCCONNELL COLLEGE	CLEVELAND	14	10	-28.6

State NRC	University	City	1992/93 Total	1993/94 Total	Percentage Change
58458	VALDOSTA STATE UNIVERSITY	VALDOSTA	68	91	33.8
58468	WAYCROSS COLLEGE	WAYCROSS	1	1	0.0
58459	WESLEYAN COLLEGE	MACON	20	16	-20
58460	WEST GEORGIA COLLEGE	CARROLLTON	59	64	8.5
58462	YOUNG HARRIS COLLEGE	YOUNG HARRIS	.	10	.
	STATE TOTAL		**6,797**	**7,520**	
GUAM					
90401	GUAM CC	GUAM MAIN FACILITY	311	373	19.9
90400	GUAM, UNIVERSITY OF	MANGILAO	131	143	9.2
	STATE TOTAL		**442**	**516**	
HAWAII					
95402	BRIGHAM YOUNG U-HAWAII	LAIE, OAHU	887	804	-9.4
95401	CHAMINADE U OF HONOLULU	HONOLULU	156	197	26.3
95410A	HAWAII HILO, UNIVERSITY OF	HILO	159	196	23.3
95410	HAWAII MANOA, U OF	HONOLULU	2,052	2,136	4.1
95410K	HAWAII CC	HILO	0	80	.
95403	HAWAII LOA COLLEGE	KANEOHE	0	.	.
95404	HAWAII PACIFIC UNIVERSITY	HONOLULU	1,734	2,045	17.9
95410B	HAWAII WEST OAHU, U OF	PEARL CITY	1	1	0.0
95410D	HONOLULU CC	HONOLULU	.	6	.
95410E	KAPIOLANI CC	HONOLULU	225	137	-39.1
95410F	KAUAI CC	LIHUE	.	4	.
95410G	LEEWARD CC	PEARL CITY	10	18	80.0
95410J	WINDWARD CC	KANEOHE	1	1	0.0
	STATE TOTAL		**5,225**	**5,625**	
IDAHO					
82401	ALBERTSON COLLEGE OF IDAHO	CALDWELL	39	30	-23.1
82400	BOISE STATE UNIVERSITY	BOISE	151	157	4.0
82408	ESTN IDAHO TECHNICAL COLLEGE	IDAHO FALLS	0	0	.
82402	IDAHO STATE UNIVERSITY	POCATELLO	247	258	4.5
82403	IDAHO, UNIVERSITY OF	MOSCOW	495	497	0.4
82404	LEWIS CLARK STATE COLLEGE	LEWISTON	127	182	43.3
82405	NORTH IDAHO COLLEGE	COEUR D'ALENE	30	38	26.7
82406	NORTHWEST NAZARENE COLLEGE	NAMPA	11	16	45.5
82407	RICKS COLLEGE	REXBURG	359	360	0.3
82409	SOUTHERN IDAHO, COLLEGE OF	TWIN FALLS	59	60	1.7
	STATE TOTAL		**1,518**	**1,598**	
ILLINOIS					
33573	ADLER SCH PROF PSYCHOLOGY	CHICAGO	7	5	-28.6
33404	ART INST CHICAGO, SCH OF	CHICAGO	140	158	12.9
33405	AUGUSTANA COLLEGE	ROCK ISLAND	33	27	-18.2

State NRC	University	City	1992/93 Total	1993/94 Total	Percentage Change
33406	AURORA UNIVERSITY	AURORA	14	13	-7.1
33407	BARAT COLLEGE	LAKE FOREST	29	18	-37.9
33408	BELLEVILLE AREA COLLEGE	BELLEVILLE	.	10	.
33409	BETHANY THEOLOGICAL SEM	OAK BROOK	13	11	-15.4
33410A	BLACK HAWK C EAST CAMPUS	KEWANEE	0	0	.
33410	BLACK HAWK C QUAD CITIES	MOLINE	4	.	.
33411	BLACKBURN COLLEGE	CARLINVILLE	16	9	-43.8
33412	BRADLEY UNIVERSITY	PEORIA	356	303	-14.9
33413	CARL SANDBURG COLLEGE	GALESBURG	67	13	-80.6
33567	CATHOLIC THEOL UNION	CHICAGO	86	92	7.0
33580	CHICAGO SCH OF PROF PSYCH	CHICAGO	5	8	60.0
33420	CHICAGO STATE UNIVERSITY	CHICAGO	42	42	0.0
33423	CHICAGO, UNIVERSITY OF	CHICAGO	1,456	1,471	1.0
33440	COLUMBIA COLLEGE	CHICAGO	147	212	44.2
33441	CONCORDIA UNIVERSITY	RIVER FOREST	19	26	36.8
33445	DANVILLE AREA CC	DANVILLE	0	1	.
33447	DEPAUL UNIVERSITY	CHICAGO	441	459	4.1
33442	DEVRY INST TECH ADDISON	LOMBARD	12	16	33.3
33448	DEVRY INST TECH CHICAGO	CHICAGO	68	83	22.1
33449	DUPAGE, COLLEGE OF	GLEN ELLYN	90	104	15.6
33584	EAST-WEST UNIVERSITY	CHICAGO	30	9	-70.0
33450	EASTERN ILLINOIS UNIVERSITY	CHARLESTON	83	108	30.1
33451	ELGIN CC	ELGIN	50	44	-12.0
33452	ELMHURST COLLEGE	ELMHURST	17	16	-5.9
33453	EUREKA COLLEGE	EUREKA	19	22	15.8
33581	FOREST INST OF PROF PSYCH	WHEELING	3	3	0.0
33569	GARRETT-EVANGELICAL THEOL	EVANSTON	60	55	-8.3
33459	GOVERNORS STATE UNIVERSITY	UNIVERSITY PARK	40	.	.
33460	GREENVILLE COLLEGE	GREENVILLE	15	13	-13.3
33430C	HAROLD WASHINGTON COLLEGE	CHICAGO	318	262	-17.6
33462	HIGHLAND CC	FREEPORT	1	1	0.0
33578	HLTH SCI-CHICAGO MED SCH, U	NORTH CHICAGO	74	75	1.4
33474B	IL CHICAGO, UNIVERSITY OF	CHICAGO	1,882	1,862	-1.1
33463	IL BENEDICTINE COLLEGE	LISLE	35	35	0.0
33464	IL CENTRAL COLLEGE	EAST PEORIA	8	6	-25.0
33465	IL COLLEGE	JACKSONVILLE	6	13	116.7
33466	IL COLLEGE OF OPTOMETRY	CHICAGO	30	27	-10.0
33468B	IL EASTERN CCS	OLNEY	100	100	0.0
33469	IL INST TECHNOLOGY	CHICAGO	811	900	11.0
33585	IL SCH PROF PSYCHOLOGY	CHICAGO	8	14	75.0
33473	IL STATE UNIVERSITY	NORMAL	344	349	1.5
33474	IL URBANA-CHAMPAIGN, U OF	CHAMPAIGN	3,089	3,183	3.0
33475	IL VALLEY CC	OGLESBY	9	3	-66.7

State NRC	University	City	1992/93 Total	1993/94 Total	Percentage Change
33476	IL WESLEYAN UNIVERSITY	BLOOMINGTON	86	91	5.8
33479	JOHN A LOGAN COLLEGE	CARTERVILLE	2	3	50.0
33572	JOHN WOOD CC	QUINCY	.	0	.
33481	JOLIET JR COLLEGE	JOLIET	3	4	33.3
33482	JUDSON COLLEGE	ELGIN	.	14	.
33483	KANKAKEE CC	KANKAKEE	5	4	-20.0
33575	KELLER GRAD SCH MANAGEMNT	CHICAGO	10	10	0.0
33485	KENDALL COLLEGE	EVANSTON	10	20	100.0
33430B	KENNEDY-KING COLLEGE	CHICAGO	2	.	.
33486	KISHWAUKEE COLLEGE	MALTA	33	22	-33.3
33487	KNOX COLLEGE	GALESBURG	67	73	9.0
33489	LAKE FOREST COLLEGE	LAKE FOREST	28	35	25.0
33582	LAKE FOREST GRAD SCH MGT	LAKE FOREST	0	0	.
33490	LAKE LAND COLLEGE	MATTOON	11	4	-63.6
33560	LEWIS & CLARK CC	GODFREY	3	2	-33.3
33491	LEWIS UNIVERSITY	ROMEOVILLE	24	34	41.7
33494	LINCOLN LAND CC	SPRINGFIELD	3	3	0.0
33495	LOYOLA U OF CHICAGO	CHICAGO	406	401	-1.2
33496	LUTHERAN SCH THEOL CHICAGO	CHICAGO	58	43	-25.9
33497	MACCORMAC COLLEGE	ELMHURST	6	7	16.7
33498	MACMURRAY COLLEGE	JACKSONVILLE	4	7	75.0
33430D	MALCOLM X COLLEGE	CHICAGO	10	10	0.0
33502	MCHENRY COUNTY COLLEGE	CRYSTAL LAKE	10	10	0.0
33503	MCKENDREE COLLEGE	LEBANON	25	12	-52.0
33586	MENNONITE COLLEGE OF NURSING	BLOOMINGTON	0	0	.
33576	MIDSTATE COLLEGE	PEORIA	.	0	.
33506	MILLIKIN UNIVERSITY	DECATUR	11	17	54.5
33507	MONMOUTH COLLEGE	MONMOUTH	24	26	8.3
33509	MORAINE VALLEY CC	PALOS HILLS	176	156	-11.4
33510	MORTON COLLEGE	CICERO	1	0	-100.0
33587	NAES COLLEGE	CHICAGO	0	.	.
33512	NATIONAL-LOUIS UNIVERSITY	EVANSTON	27	18	-33.3
33565	NATL COLLEGE OF CHIROPRACTIC	LOMBARD	93	91	-2.2
33513	NORTH CENTRAL COLLEGE	NAPERVILLE	20	13	-35.0
33514	NORTH PARK C & THEOL SEM	CHICAGO	118	150	27.1
33515	NORTHEASTERN ILLINOIS U	CHICAGO	217	166	-23.5
33516	NORTHERN BAPT THEOL SEM	LOMBARD	36	31	-13.9
33517	NORTHERN ILLINOIS U	DE KALB	751	701	-6.7
33590	NORTHWESTERN BUSINESS C	CHICAGO	.	6	.
33518	NORTHWESTERN UNIVERSITY	EVANSTON	1,375	1,485	8.0
33430E	OLIVE-HARVEY COLLEGE	CHICAGO	1	1	0.0
33519	OLIVET NAZARENE UNIVERSITY	KANKAKEE	26	19	-26.9
33520	PARKLAND COLLEGE	CHAMPAIGN	244	230	-5.7

State NRC	University	City	1992/93 Total	1993/94 Total	Percentage Change
33521	PARKS COLLEGE OF ST LOUIS U	CAHOKIA	160	226	41.3
33522	PRAIRIE STATE COLLEGE	CHICAGO HEIGHTS	0	0	.
33524	PRINCIPIA COLLEGE	ELSAH	67	49	-26.9
33525	QUINCY UNIVERSITY	QUINCY	7	11	57.1
33526	REND LAKE COLLEGE	INA	.	0	.
33568	RICHLAND CC	DECATUR	.	1	.
33527	ROBERT MORRIS COLLEGE	CHICAGO	1	1	0.0
33528	ROCK VALLEY COLLEGE	ROCKFORD	4	1	-75
33529	ROCKFORD COLLEGE	ROCKFORD	43	42	-2.3
33530	ROOSEVELT UNIVERSITY	CHICAGO	309	335	8.4
33531	ROSARY COLLEGE	RIVER FOREST	107	119	11.2
33523	RUSH UNIVERSITY	CHICAGO	44	38	-13.6
33536	SANGAMON STATE UNIVERSITY	SPRINGFIELD	110	99	-10.0
33537	SAUK VALLEY CC	DIXON	3	4	33.3
33538	SEABURY-WESTERN THEOL SEM	EVANSTON	3	2	-33.3
33539	SHAWNEE COLLEGE	ULLIN	.	20	.
33547	SOUTH SUBURBAN COLLEGE	SOUTH HOLLAND	7	18	157.1
33544	SPERTUS COLLEGE OF JUDAICA	CHICAGO	0	0	.
33545	SPOON RIVER COLLEGE	CANTON	32	15	-53.1
33546	SPRINGFIELD COLLEGE ILLINOIS	SPRINGFIELD	.	11	.
33588	ST AUGUSTINE COLLEGE	CHICAGO	3	4	33.3
33532	ST FRANCIS, COLLEGE OF	JOLIET	1	3	200.0
33535	ST XAVIER UNIVERSITY	CHICAGO	30	28	-6.7
33559	STATE CC	EAST ST LOUIS	0	0	.
33542	SOUTHEASTERN IL COLLEGE	HARRISBURG	10	6	-40.0
33543	STHN ILLINOIS U CARBONDALE	CARBONDALE	2,760	2,832	2.6
33543A	STHN ILLINOIS U EDWARDSVILLE	EDWARDSVILLE	250	257	2.8
33549	TRINITY CHRISTIAN COLLEGE	PALOS HEIGHTS	13	10	-23.1
33550	TRINITY COLLEGE	DEERFIELD	17	11	-35.3
33562	TRINITY EVANGELICAL DIV SCH	DEERFIELD	124	154	24.2
33551	TRITON COLLEGE	RIVER GROVE	25	29	16.0
33430A	TRUMAN COLLEGE	CHICAGO	188	203	8.0
33552	VANDERCOOK COLLEGE OF MUSIC	CHICAGO	1	0	-100.0
33553	WAUBONSEE CC	SUGAR GROVE	1	2	100.0
33554	WESTERN ILLINOIS UNIVERSITY	MACOMB	649	599	-7.7
33555	WHEATON COLLEGE	WHEATON	61	55	-9.8
33430G	WILBUR WRIGHT COLLEGE	CHICAGO	35	.	.
33556	WM RAINEY HARPER COLLEGE	PALATINE	99	83	-16.2
	■ STATE TOTAL		**19,167**	**19,368**	
INDIANA					
32400	ANCILLA COLLEGE	DONALDSON	1	2	100.0
32401	ANDERSON UNIVERSITY	ANDERSON	27	34	25.9
32446	ASSOC MENNONITE BIBL SEM	ELKHART	28	26	-7.1

State NRC	University	City	1992/93 Total	1993/94 Total	Percentage Change
32402	BALL STATE UNIVERSITY	MUNCIE	348	358	2.9
32403	BETHEL COLLEGE	MISHAWAKA	5	13	160.0
32404	BUTLER UNIVERSITY	INDIANAPOLIS	59	68	15.3
32464	CALUMET COLLEGE OF ST JOSEPH	WHITING	1	2	100.0
32405	CHRISTIAN THEOLOGICAL SEM	INDIANAPOLIS	2	6	200.0
32473	CONCORDIA THEOLOGICAL SEM	FORT WAYNE	7	7	0.0
32408	DEPAUW UNIVERSITY	GREENCASTLE	50	54	8.0
32410	EARLHAM COLLEGE	RICHMOND	34	36	5.9
32411	EVANSVILLE, UNIVERSITY OF	EVANSVILLE	159	162	1.9
32413	FRANKLIN COLLEGE OF INDIANA	FRANKLIN	14	14	0.0
32471	GOSHEN BIBLICAL SEMINARY	ELKHART	0	.	.
32414	GOSHEN COLLEGE	GOSHEN	94	91	-3.2
32415	GRACE COLLEGE	WINONA LAKE	17	23	35.3
32416	HANOVER COLLEGE	HANOVER	25	26	4.0
32418	HUNTINGTON COLLEGE	HUNTINGTON	54	35	-35.2
32440A	IN U PURDUE FORT WAYNE	FORT WAYNE	35	48	37.1
32440	IN U PURDUE INDIANAPOLIS	INDIANAPOLIS	409	437	6.8
32466F	IN VOC TECH C BLOOMINGTON	COLUMBUS	11	3	-72.7
32466E	IN VOC TECH C FORT WAYNE	FORT WAYNE	2	5	150.0
32466C	IN VOC TECH C INDIANAPOLIS	INDIANAPOLIS	11	11	0.0
32466	IN VOC TECH C LAFAYETTE	LAFAYETTE	3	2	-33.3
32466A	IN VOC TECH C SOUTH BEND	SOUTH BEND	.	5	.
32466D	IN VOC TECH C SOUTHWEST	EVANSVILLE	.	5	.
32466B	IN VOC TECH C TERRE HAUTE	TERRE HAUTE	3	4	33.3
32466L	IN VOC TECH C WHITEWATER	RICHMOND	0	0	.
32421	INDIANA INST TECHNOLOGY	FORT WAYNE	110	61	-44.5
32422	INDIANA STATE UNIVERSITY	TERRE HAUTE	696	646	-7.2
32430	INDIANA U BLOOMINGTON	BLOOMINGTON	2,174	2,220	2.1
32430C	INDIANA U KOKOMO	KOKOMO	4	6	50.0
32430A	INDIANA UNIVERSITY EAST	RICHMOND	3	0	-100.0
32430D	INDIANA U NORTHWEST	GARY	10	8	-20.0
32430E	INDIANA U SOUTH BEND	SOUTH BEND	228	209	-8.3
32430F	INDIANA UNIVERSITY SOUTHEAST	NEW ALBANY	8	10	25.0
32445	INDIANA WESLEYAN U	MARION	33	43	30.3
32419	INDIANAPOLIS, U OF	INDIANAPOLIS	134	124	-7.5
32442	MANCHESTER COLLEGE	NORTH MANCHESTER	29	32	10.3
32443	MARIAN COLLEGE	INDIANAPOLIS	28	28	0.0
32447	NOTRE DAME, UNIVERSITY OF	NOTRE DAME	589	612	3.9
32448	OAKLAND CITY COLLEGE	OAKLAND CITY	1	4	300.0
32450	PURDUE U MAIN CAMPUS	WEST LAFAYETTE	2,403	2,462	2.5
32450C	PURDUE U NORTH CTR CAMPUS	WESTVILLE	0	0	.
32451	ROSE-HULMAN INST OF TECH	TERRE HAUTE	48	60	25.0
32422A	SOUTHERN INDIANA, U OF	EVANSVILLE	77	70	-9.1

State NRC	University	City	1992/93 Total	1993/94 Total	Percentage Change
32452	ST FRANCIS COLLEGE	FORT WAYNE	32	47	46.9
32453	ST JOSEPH'S COLLEGE	RENSSELAER	8	7	-12.5
32454	ST MARY OF THE WOODS COLLEGE	ST MARY-OF-THE-WOODS	37	24	-35.1
32455	ST MARY'S COLLEGE	NOTRE DAME	17	19	11.8
32472	ST MEINRAD COLLEGE	SAINT MEINRAD	4	5	25.0
32456	ST MEINRAD SCH THEOLOGY	ST MEINRAD	6	5	-16.7
32412	TAYLOR U FORT WAYNE	FORT WAYNE	5	2	-60.0
32457	TAYLOR U UPLAND	UPLAND	37	37	0.0
32458	TRI-STATE UNIVERSITY	ANGOLA	144	199	38.2
32460	VALPARAISO UNIVERSITY	VALPARAISO	83	89	7.2
32461	VINCENNES UNIVERSITY	VINCENNES	196	204	4.1
32462	WABASH COLLEGE	CRAWFORDSVILLE	43	45	4.7
	STATE TOTAL		**8,586**	**8,755**	
IOWA					
42460	AMERICAN INST OF BUSINESS	DES MOINES	2	1	-50.0
42402	BRIAR CLIFF COLLEGE	SIOUX CITY	21	27	28.6
42403	BUENA VISTA COLLEGE	STORM LAKE	24	28	16.7
42404	CENTRAL COLLEGE OF IOWA	PELLA	39	55	41.0
42405	CLARKE COLLEGE	DUBUQUE	15	13	-13.3
42413A	CLINTON CC	CLINTON	9	11	22.2
42406	COE COLLEGE	CEDAR RAPIDS	76	67	-11.8
42407	CORNELL COLLEGE	MOUNT VERNON	25	19	-24.0
42408A	DES MOINES AREA CC	ANKENY	236	272	15.3
42409	DIVINE WORD COLLEGE	EPWORTH	13	24	84.6
42410	DORDT COLLEGE	SIOUX CENTER	164	170	3.7
42411	DRAKE UNIVERSITY	DES MOINES	172	172	0.0
42412A	DUBUQUE THEOL SEM, U OF	DUBUQUE	.	143	.
42412	DUBUQUE, U OF	DUBUQUE	170	179	5.3
42414	ELLSWORTH CC	IOWA FALLS	.	2	.
42415	GRACELAND COLLEGE	LAMONI	94	120	27.7
42416	GRAND VIEW COLLEGE	DES MOINES	25	13	-48.0
42417	GRINNELL COLLEGE	GRINNELL	115	115	0.0
42452	HAWKEYE CCEGE	WATERLOO	6	7	16.7
42418A	INDIAN HILLS CC	OTTUMWA	14	24	71.4
42419B	IOWA CENTRAL CC	FORT DODGE	45	40	-11.1
42420A	IOWA LAKES CC	ESTHERVILLE	8	7	-12.5
42421	IOWA STATE UNIVERSITY	AMES	2,448	2,582	5.5
42423	IOWA WESLEYAN COLLEGE	MOUNT PLEASANT	54	47	-13.0
42424	IOWA WESTERN CC	COUNCIL BLUFFS	13	20	53.8
42422	IOWA, UNIVERSITY OF	IOWA CITY	1,949	1,875	-3.8
42425	KIRKWOOD CC	CEDAR RAPIDS	240	247	2.9
42426	LORAS COLLEGE	DUBUQUE	47	52	10.6
42427	LUTHER COLLEGE	DECORAH	137	142	3.6

State NRC	University	City	1992/93 Total	1993/94 Total	Percentage Change
42459	MAHARISHI INTERNATIONAL U	FAIRFIELD	433	329	-24.0
42428	MARSHALLTOWN CC	MARSHALLTOWN	12	18	50.0
42430	MORNINGSIDE COLLEGE	SIOUX CITY	50	48	-4.0
42431	MOUNT MERCY COLLEGE	CEDAR RAPIDS	12	14	16.7
42433	MOUNT ST CLARE COLLEGE	CLINTON	17	25	47.1
42413B	MUSCATINE CC	MUSCATINE	5	3	-40.0
42434	NORTH IOWA AREA CC	MASON CITY	4	6	50.0
42435	NORTHERN IOWA, U OF	CEDAR FALLS	198	297	50.0
42461	NORTHWEST IOWA CC	SHELDON	0	0	.
42436	NORTHWESTERN COLLEGE	ORANGE CITY	60	57	-5.0
42458	PALMER COLLEGE CHIROPRACTIC	DAVENPORT	193	225	16.6
42413C	SCOTT CC	BETTENDORF	62	70	12.9
42441	SIMPSON COLLEGE	INDIANOLA	2	1	-50.0
42443A	SOUTHEASTERN CC BURLINGTON	WEST BURLINGTON	.	5	.
42443B	SOUTHEASTERN CC KEOKUK	KEOKUK	2	.	.
42444	SOUTHWESTERN CC	CRESTON	7	10	42.9
42440	ST AMBROSE UNIVERSITY	DAVENPORT	17	11	-35.3
42429	TEIKYO MARYCREST UNIVERSITY	DAVENPORT	102	108	5.9
42450	TEIKYO WESTMAR UNIVERSITY	LE MARS	320	293	-8.4
42445	UPPER IOWA UNIVERSITY	FAYETTE	18	12	-33.3
42447	WALDORF COLLEGE	FOREST CITY	44	39	-11.4
42448	WARTBURG COLLEGE	WAVERLY	103	66	-35.9
42449	WARTBURG THEOLOGICAL SEM	DUBUQUE	17	20	17.6
42457	WESTERN IOWA TECH	SIOUX CITY	.	6	.
42451	WILLIAM PENN COLLEGE	OSKALOOSA	15	18	20.0
	■ STATE TOTAL		**7,854**	**8,155**	
KANSAS					
47400	ALLEN COUNTY CC	IOLA	11	13	18.2
47401	BAKER UNIVERSITY	BALDWIN CITY	55	42	-23.6
47402	BARTON COUNTY CC	GREAT BEND	23	24	4.3
47403	BENEDICTINE COLLEGE	ATCHISON	36	36	0.0
47404	BETHANY COLLEGE	LINDSBORG	42	38	-9.5
47405	BETHEL COLLEGE	NORTH NEWTON	35	26	-25.7
47406	BUTLER COUNTY CC	EL DORADO	178	241	35.4
47407	CENTRAL BAPTIST THEOL SEM	KANSAS CITY	4	4	0.0
47408	CENTRAL COLLEGE	MCPHERSON	13	15	15.4
47409	CLOUD COUNTY CC	CONCORDIA	.	7	.
47410	COFFEYVILLE CC	COFFEYVILLE	32	41	28.1
47411	COLBY CC	COLBY	18	17	-5.6
47412	COWLEY COUNTY CC	ARKANSAS CITY	12	18	50.0
47413	DODGE CITY CC	DODGE CITY	18	24	33.3
47414	DONNELLY COLLEGE	KANSAS CITY	97	97	0.0
47429	EMPORIA STATE UNIVERSITY	EMPORIA	245	256	4.5

State NRC	University	City	1992/93 Total	1993/94 Total	Percentage Change
47416	FORT HAYS STATE UNIVERSITY	HAYS	232	203	-12.5
47417	FORT SCOTT CC	FORT SCOTT	5	12	140.0
47419	FRIENDS UNIVERSITY	WICHITA	121	95	-21.5
47420	GARDEN CITY CC	GARDEN CITY	31	34	9.7
47422	HESSTON COLLEGE	HESSTON	92	96	4.3
47423	HIGHLAND CC	HIGHLAND	2	9	350.0
47424	HUTCHINSON CC	HUTCHINSON	9	10	11.1
47425	INDEPENDENCE CC	INDEPENDENCE	57	43	-24.6
47426	JOHNSON COUNTY CC	OVERLAND PARK	89	77	-13.5
47427	KANSAS CITY KANSAS CC	KANSAS CITY	14	15	7.1
47431A	KANSAS MEDICAL CTR, U OF	KANSAS CITY	94	106	12.8
47442	KANSAS NEWMAN COLLEGE	WICHITA	12	14	16.7
47430	KANSAS STATE UNIVERSITY	MANHATTAN	1,263	1,318	4.4
47453	KANSAS STATE U SALINA	SALINA	21	21	0.0
47432	KANSAS WESLEYAN UNIVERSITY	SALINA	11	14	27.3
47431	KANSAS, UNIVERSITY OF	LAWRENCE	2,126	2,146	0.9
47433	LABETTE CC	PARSONS	20	.	.
47436	MCPHERSON COLLEGE	MCPHERSON	22	19	-13.6
47437	MID AMERICA NAZARENE COLLEGE	OLATHE	38	39	2.6
47439	NEOSHO COUNTY CC	CHANUTE	8	7	-12.5
47440	OTTAWA U OTTAWA CAMPUS	OTTAWA	71	69	-2.8
47428	PITTSBURG STATE UNIVERSITY	PITTSBURG	580	527	-9.1
47441	PRATT CC	PRATT	8	.	.
47447	SOUTHWESTERN COLLEGE	WINFIELD	8	8	0.0
47444	ST MARY COLLEGE	LEAVENWORTH	25	28	12.0
47445	ST MARY PLAINS COLLEGE	DODGE CITY	0	.	.
47448	STERLING COLLEGE	STERLING	2	3	50.0
47449	TABOR COLLEGE	HILLSBORO	19	11	-42.1
47454	US ARMY COMND GEN STAFF C	FORT LEAVENWORTH	87	95	9.2
47450	WASHBURN U OF TOPEKA	TOPEKA	149	179	20.1
47451	WICHITA STATE UNIVERSITY	WICHITA	1,421	1,571	10.6
■	**STATE TOTAL**		**7,456**	**7,668**	
KENTUCKY					
61400	ALICE LLOYD COLLEGE	PIPPA PASSES	9	6	-33.3
61401	ASBURY COLLEGE	WILMORE	35	35	0.0
61402	ASBURY THEOLOGICAL SEMINARY	WILMORE	48	41	-14.6
61420B	ASHLAND CC	ASHLAND	0	0	.
61403	BELLARMINE COLLEGE	LOUISVILLE	19	25	31.6
61404	BEREA COLLEGE	BEREA	100	99	-1.0
61405	BRESCIA COLLEGE	OWENSBORO	11	7	-36.4
61406	CAMPBELLSVILLE COLLEGE	CAMPBELLSVILLE	12	16	33.3
61407	CENTRE COLLEGE	DANVILLE	3	1	-66.7
61408	CUMBERLAND COLLEGE	WILLIAMSBURG	27	34	25.9

State NRC	University	City	1992/93 Total	1993/94 Total	Percentage Change
61409	EASTERN KENTUCKY U	RICHMOND	194	211	8.8
61420C	ELIZABETHTOWN CC	ELIZABETHTOWN	.	2	.
61410	GEORGETOWN COLLEGE	GEORGETOWN	22	27	22.7
61420H	JEFFERSON CC	LOUISVILLE	28	29	3.6
61411	KENTUCKY CHRISTIAN COLLEGE	GRAYSON	6	7	16.7
61412	KENTUCKY STATE UNIVERSITY	FRANKFORT	22	9	-59.1
61430	KENTUCKY WESLEYAN COLLEGE	OWENSBORO	10	9	-10.0
61420	KENTUCKY, UNIVERSITY OF	LEXINGTON	1,473	1,624	10.3
61431	LEES COLLEGE	JACKSON	26	17	-34.6
61420O	LEXINGTON CC	LEXINGTON	4	5	25.0
61432	LEXINGTON THEOLOGICAL SEM	LEXINGTON	4	4	0.0
61433	LINDSEY WILSON COLLEGE	COLUMBIA	36	38	5.6
61435	LOUISVILLE, U OF	LOUISVILLE	588	548	-6.8
61434	LOUISVILLE PRESB THEOL SEM	LOUISVILLE	12	11	-8.3
61420I	MADISONVILLE CC	MADISONVILLE	1	1	0.0
61420J	MAYSVILLE CC	MAYSVILLE	0	1	.
61458	MID-CONTINENT BAPTIST C	MAYFIELD	1	1	0.0
61437	MOREHEAD STATE UNIVERSITY	MOREHEAD	87	93	6.9
61438	MURRAY STATE UNIVERSITY	MURRAY	146	165	13.0
61439	NORTHERN KENTUCKY U	HIGHLAND HEIGHTS	114	116	1.8
61420D	OWENSBORO CC	OWENSBORO	4	.	.
61420K	PADUCAH CC	PADUCAH	0	2	.
61440	PIKEVILLE COLLEGE	PIKEVILLE	3	5	66.7
61420L	PRESTONBURG CC	PRESTONSBURG	2	0	-100.0
61420M	SOMERSET CC	SOMERSET	5	3	-40.0
61420N	SOUTHEAST CC	CUMBERLAND	0	0	.
61444	SOUTHERN BAPT THEOL SEM	LOUISVILLE	99	98	-1.0
61445	SPALDING UNIVERSITY	LOUISVILLE	13	18	38.5
61441	ST CATHARINE COLLEGE	ST. CATHARINE	10	17	70.0
61446	SUE BENNETT COLLEGE	LONDON	4	6	50.0
61454	SULLIVAN COLLEGE	LOUISVILLE	1	10	900.0
61447	THOMAS MORE COLLEGE	CRESTVIEW HILLS	21	23	9.5
61448	TRANSYLVANIA UNIVERSITY	LEXINGTON	12	11	-8.3
61449	UNION COLLEGE	BARBOURVILLE	5	7	40.0
61450	WESTERN KENTUCKY U	BOWLING GREEN	145	153	5.5
	■ STATE TOTAL		**3,362**	**3,535**	
LOUISIANA					
72438	BOSSIER PARISH CC	BOSSIER CITY	.	0	.
72400	CENTENARY COLLEGE LOUISIANA	SHREVEPORT	43	36	-16.3
72402	DELGADO CC	NEW ORLEANS	215	900	318.6
72403	DILLARD UNIVERSITY	NEW ORLEANS	10	9	-10.0
72404	GRAMBLING STATE UNIVERSITY	GRAMBLING	98	100	2.0
72410C	LA STATE U ALEXANDRIA	ALEXANDRIA	2	4	100.0

State NRC	University	City	1992/93 Total	1993/94 Total	Percentage Change
72410	LA STATE U BATON ROUGE	BATON ROUGE	1,869	1,768	-5.4
72410D	LA STATE UNIVERSITY EUNICE	EUNICE	0	1	.
72410F	LA STATE U SHREVEPORT	SHREVEPORT	16	14	-12.5
72420	LA TECH UNIVERSITY	RUSTON	422	427	1.2
72405	LOUISIANA COLLEGE	PINEVILLE	9	3	-66.7
72421	LOYOLA UNIVERSITY	NEW ORLEANS	190	217	14.2
72422	MCNEESE STATE UNIVERSITY	LAKE CHARLES	90	90	0.0
72424	NEW ORLEANS BAPT THEOL SEM	NEW ORLEANS	15	15	0.0
72410E	NEW ORLEANS, UNIVERSITY OF	NEW ORLEANS	375	478	27.5
72425	NICHOLLS STATE UNIVERSITY	THIBODAUX	39	126	223.1
72426	NORTHEAST LOUISIANA U	MONROE	279	248	-11.1
72427	NORTHWESTERN STATE U	NATCHITOCHES	25	26	4.0
72428	NOTRE DAME SEM SCH THEO	NEW ORLEANS	17	20	17.6
72429	OUR LADY HOLY CROSS COLLEGE	NEW ORLEANS	0	0	.
72430	ST JOSEPH SEMINARY COLLEGE	SAINT BENEDICT	0	0	.
72432	STHESTN LOUISIANA UNIVERSITY	HAMMOND	78	80	2.6
72433	STHN U A&M COLLEGE MAIN CAM	BATON ROUGE	230	167	-27.4
72433A	STHN U NEW ORLEANS CAM	NEW ORLEANS	101	125	23.8
72434	STHWSTN LOUISIANA, U OF	LAFAYETTE	740	618	-16.5
72435	TULANE UNIVERSITY	NEW ORLEANS	722	734	1.7
72436	XAVIER UNIVERSITY	NEW ORLEANS	24	40	66.7
	■ **STATE TOTAL**		**5,609**	**6,246**	
MAINE					
11428	ATLANTIC, COLLEGE OF THE	BAR HARBOR	12	11	-8.3
11401	BANGOR THEOLOGICAL SEM	BANGOR	0	0	.
11402	BATES COLLEGE	LEWISTON	41	52	26.8
11429	BEAL COLLEGE	BANGOR	.	2	.
11404	BOWDOIN COLLEGE	BRUNSWICK	42	45	7.1
11438	CENTRAL ME MED CTR NURSING	LEWISTON	0	0	.
11405	COLBY COLLEGE	WATERVILLE	36	35	-2.8
11430	ESTN MAINE TECHNICAL COLLEGE	BANGOR	0	0	.
11406	HUSSON COLLEGE	BANGOR	56	85	51.8
11439	KENNEBEC VLY TECH COLLEGE	FAIRFIELD	0	1	.
11410A	MAINE AUGUSTA, U OF	AUGUSTA	3	11	266.7
11410C	MAINE FARMINGTON, U OF	FARMINGTON	25	33	32.0
11410D	MAINE FORT KENT, U OF	FORT KENT	120	118	-1.7
11410E	MAINE MACHIAS, U OF	MACHIAS	89	81	-9.0
11410H	MAINE PRESQUE ISLE, U OF	PRESQUE ISLE	154	261	69.5
11432	MAINE COLLEGE OF ART	PORTLAND	3	1	-66.7
11408	MAINE MARITIME ACADEMY	CASTINE	35	35	0.0
11410	MAINE, UNIVERSITY OF	ORONO	475	469	-1.3
11433	NTHN MAINE TECH COLLEGE	PRESQUE ISLE	36	36	0.0
11424	ST JOSEPH'S COLLEGE	WINDHAM	6	4	-33.3

State NRC	University	City	1992/93 Total	1993/94 Total	Percentage Change
11431	STHN MAINE VOC TECH INST	SOUTH PORTLAND	0	0	.
11410G	STHN MAINE, UNIVERSITY OF	PORTLAND	61	70	14.8
11425	THOMAS COLLEGE	WATERVILLE	6	2	-66.7
11427	UNITY COLLEGE	UNITY	8	6	-25.0
11426	WESTBROOK COLLEGE	PORTLAND	10	2	-80.0
	■ STATE TOTAL		**1,218**	**1,360**	
MARYLAND					
52400	ALLEGANY CC	CUMBERLAND	2	.	.
52402	ANNE ARUNDEL CC	ARNOLD	16	36	125.0
52406	BALTIMORE HEBREW UNIVERSITY	BALTIMORE	16	4	-75.0
52407	BALTIMORE, UNIVERSITY OF	BALTIMORE	179	167	-6.7
52408	BOWIE STATE UNIVERSITY	BOWIE	268	210	-21.6
52409	CAPITOL COLLEGE	LAUREL	24	36	50.0
52411	CATONSVILLE CC	CATONSVILLE	200	225	12.5
52455	CECIL CC	NORTH EAST	5	4	-20.0
52412	CHARLES COUNTY CC	LA PLATA	.	2	.
52413	CHESAPEAKE COLLEGE	WYE MILLS	1	0	-100.0
52414	COLUMBIA UNION COLLEGE	TAKOMA PARK	49	31	-36.7
52415	COPPIN STATE COLLEGE	BALTIMORE	68	60	-11.8
52416	DUNDALK CC	BALTIMORE	7	7	0.0
52417	ESSEX CC	BALTIMORE	58	69	19.0
52418	FREDERICK CC	FREDERICK	3	3	0.0
52419	FROSTBURG STATE UNIVERSITY	FROSTBURG	31	34	9.7
52451	GARRETT CC	MCHENRY	0	0	.
52420	GOUCHER COLLEGE	TOWSON	10	17	70.0
52421	HAGERSTOWN JR COLLEGE	HAGERSTOWN	5	4	-20.0
52422	HARFORD CC	BEL AIR	11	7	-36.4
52424	HOOD COLLEGE	FREDERICK	47	65	38.3
52454	HOWARD CC	COLUMBIA	64	32	-50.0
52426	JOHNS HOPKINS UNIVERSITY	BALTIMORE	580	698	20.3
52427	LOYOLA COLLEGE	BALTIMORE	42	62	47.6
52429B	MD BALTIMORE, UNIVERSITY OF	BALTIMORE	229	218	-4.8
52429C	MD BALTIMORE COUNTY, U OF	BALTIMORE	434	453	4.4
52429	MARYLAND COLLEGE PARK, U OF	COLLEGE PARK	2,558	2,687	5.0
52429D	MARYLAND EASTERN SHORE, U OF	PRINCESS ANNE	117	98	-16.2
52428	MARYLAND INST COLLEGE OF ART	BALTIMORE	87	61	-29.9
52429E	MARYLAND U COLLEGE, U OF	COLLEGE PARK	170	148	-12.9
52431C	MONTGOMERY C GERMANTOWN	GERMANTOWN	66	80	21.2
52431A	MONTGOMERY C ROCKVILLE	ROCKVILLE	1,400	1,388	-0.9
52431B	MONTGOMERY C TAKOMA PARK	TAKOMA PARK	425	470	10.6
52432	MORGAN STATE UNIVERSITY	BALTIMORE	179	192	7.3
52434	MOUNT ST MARY'S COLLEGE	EMMITSBURG	36	25	-30.6
52405	NEW CC BALTIMORE	BALTIMORE	91	69	-24.2

State NRC	University	City	1992/93 Total	1993/94 Total	Percentage Change
52436	NOTRE DAME MD, COLLEGE OF	BALTIMORE	70	46	-34.3
52437	PEABODY INST JOHNS HOPKINS U	BALTIMORE	177	181	2.3
52438	PRINCE GEORGE'S CC	LARGO	161	147	-8.7
52444	SALISBURY STATE UNIVERSITY	SALISBURY	26	27	3.8
52460	SOJOURNER-DOUGLAS COLLEGE	BALTIMORE	3	.	.
52440	ST JOHN'S COLLEGE MAIN CAMPUS	ANNAPOLIS	18	22	22.2
52442	ST MARY'S COLLEGE MARYLAND	ST MARY'S CITY	26	25	-3.8
52443	ST MARY'S SEM UNIVERSITY	BALTIMORE	6	5	-16.7
52445	TOWSON STATE UNIVERSITY	TOWSON	301	287	-4.7
52446	US NAVAL ACAD	ANNAPOLIS	35	31	-11.4
52447	VILLA JULIE COLLEGE	STEVENSON	4	.	.
52449	WASHINGTON COLLEGE	CHESTERTOWN	17	33	94.1
52453	WASHINGTON THEOL UNION	SILVER SPRING	16	10	-37.5
52450	WESTERN MARYLAND COLLEGE	WESTMINSTER	50	44	-12.0
	■ STATE TOTAL		**8,388**	**8,520**	
MASSACHUSETTS					
14401	AMERICAN INTERNATL COLLEGE	SPRINGFIELD	109	71	-34.9
14402	AMHERST COLLEGE	AMHERST	45	44	-2.2
14403	ANDOVER NEWTON THEOL SCH	NEWTON CENTRE	25	20	-20.0
14405	ANNA MARIA COLLEGE	PAXTON	30	28	-6.7
14537A	AQUINAS COLLEGE NEWTON	NEWTON	1	1	0.0
14554	ARTHUR LITTLE MGT ED INST	CAMBRIDGE	180	196	8.9
14406	ASSUMPTION COLLEGE	WORCESTER	14	25	78.6
14407	ATLANTIC UNION COLLEGE	SOUTH LANCASTER	119	134	12.6
14409	BABSON COLLEGE	BABSON PARK	144	155	7.6
14410	BAY PATH COLLEGE	LONGMEADOW	39	39	0.0
14450	BECKER COLLEGE LEICESTER	LEICESTER	52	38	-26.9
14411	BECKER JC WORCESTER	WORCESTER	20	40	100.0
14413	BENTLEY COLLEGE	WALTHAM	350	450	28.6
14540	BERKLEE COLLEGE OF MUSIC	BOSTON	784	828	5.6
14460A	BERKSHIRE CC	PITTSFIELD	36	52	44.4
14419	BOSTON COLLEGE	CHESTNUT HILL	710	783	10.3
14420	BOSTON CONSERVATORY	BOSTON	81	128	58.0
14421	BOSTON UNIVERSITY	BOSTON	4,084	4,547	11.3
14422	BRADFORD COLLEGE	BRADFORD	32	39	21.9
14423	BRANDEIS UNIVERSITY	WALTHAM	447	411	-8.1
14480B	BRIDGEWATER STATE COLLEGE	BRIDGEWATER	100	54	-46.0
14460B	BRISTOL CC	FALL RIVER	15	16	6.7
14460N	BUNKER HILL CC	BOSTON	167	130	-22.2
14559	CAMBRIDGE COLLEGE	CAMBRIDGE	6	13	116.7
14460C	CAPE COD CC	WEST BARNSTABLE	5	3	-40.0
14429	CLARK UNIVERSITY	WORCESTER	469	472	0.6
14560	CONWAY SCH LANDSCAPE DSGN	CONWAY	2	2	0.0

State NRC	University	City	1992/93 Total	1993/94 Total	Percentage Change
14430	CURRY COLLEGE	MILTON	38	38	0.0
14431	DEAN JR COLLEGE	FRANKLIN	50	54	8.0
14432	EASTERN NAZARENE COLLEGE	QUINCY	35	25	-28.6
14433	EMERSON COLLEGE	BOSTON	155	179	15.5
14434	EMMANUEL COLLEGE	BOSTON	154	142	-7.8
14435	ENDICOTT COLLEGE	BEVERLY	69	66	-4.3
14437	FISHER COLLEGE	BOSTON	59	72	22.0
14480C	FITCHBURG STATE COLLEGE	FITCHBURG	28	58	107.1
14480D	FRAMINGHAM STATE COLLEGE	FRAMINGHAM	32	30	-6.3
14439	FRANKLIN INST OF BOSTON	BOSTON	2	4	100.0
14441	GORDON COLLEGE	WENHAM	80	90	12.5
14460D	GREENFIELD CC	GREENFIELD	19	17	-10.5
14443	HAMPSHIRE COLLEGE	AMHERST	29	34	17.2
14444	HARVARD UNIVERSITY	CAMBRIDGE	2,660	2,670	0.4
14445	HEBREW COLLEGE	BROOKLINE	.	5	.
14446	HELLENIC COLLEGE	BROOKLINE	51	50	-2.0
14447	HOLY CROSS, COLLEGE OF THE	WORCESTER	13	24	84.6
14460E	HOLYOKE CC	HOLYOKE	16	14	-12.5
14547	LABOURE COLLEGE	BOSTON	3	3	0.0
14449	LASELL COLLEGE	NEWTON	52	40	-23.1
14451	LESLEY COLLEGE	CAMBRIDGE	165	47	-71.5
14556	MARIAN COURT JR COLLEGE	SWAMPSCOTT	1	0	-100.0
14490	MA AMHERST CAMPUS, U OF	AMHERST	1,852	1,856	0.2
14460F	MA BAY CC	WELLESLEY HILLS	146	91	-37.7
14490B	MA BOSTON CAMPUS, U OF	BOSTON	299	321	7.4
14457	MA C PHARMACY & HLTH SCI	BOSTON	57	.	.
14480F	MA COLLEGE OF ART	BOSTON	78	86	10.3
14518	MA DARTMOUTH, U OF	NORTH DARTMOUTH	104	114	9.6
14471	MA INST OF TECHNOLOGY	CAMBRIDGE	2,167	2,198	1.4
14480G	MA MARITIME ACADEMY	BUZZARDS BAY	17	7	-58.8
14557	MA SCH PROF PSYCHOLOGY	DEDHAM	7	9	28.6
14452	MA LOWELL, UNIVERSITY OF	LOWELL	586	449	-23.4
14460G	MASSASOIT CC	BROCKTON	16	22	37.5
14491	MERRIMACK COLLEGE	NORTH ANDOVER	32	31	-3.1
14460H	MIDDLESEX CC	BEDFORD	26	18	-30.8
14492	MOUNT HOLYOKE COLLEGE	SOUTH HADLEY	250	281	12.4
14493	MOUNT IDA COLLEGE	NEWTON CENTRE	137	161	17.5
14460I	MOUNT WACHUSETT CC	GARDNER	16	13	-18.8
14456	NEW ENG COLL OF OPTOMETRY	BOSTON	80	79	-1.3
14494	NEW ENG CONSV OF MUSIC	BOSTON	232	252	8.6
14546	NEWBURY COLLEGE	BROOKLINE	161	186	15.5
14500	NICHOLS COLLEGE	DUDLEY	9	12	33.3
14480H	NORTH ADAMS STATE COLLEGE	NORTH ADAMS	2	1	-50.0

State NRC	University	City	1992/93 Total	1993/94 Total	Percentage Change
14460J	NORTH SHORE CC	DANVERS	21	84	300.0
14502	NORTHEASTERN UNIVERSITY	BOSTON	2,448	2,424	-1.0
14460K	NORTHERN ESSEX CC	HAVERHILL	8	5	-37.5
14504	OUR LADY OF ELMS, COLLEGE OF	CHICOPEE	28	20	-28.6
14507	PINE MANOR COLLEGE	CHESTNUT HILL	86	92	7.0
14509	QUINCY COLLEGE	QUINCY	130	164	26.2
14460L	QUINSIGAMOND CC	WORCESTER	10	12	20.0
14511	REGIS COLLEGE	WESTON	27	34	25.9
14460O	ROXBURY CC	ROXBURY CROSSING	32	.	.
14480I	SALEM STATE COLLEGE	SALEM	80	110	37.5
14516	SIMMONS COLLEGE	BOSTON	126	140	11.1
14535	SIMON'S ROCK COLLEGE OF BARD	GREAT BARRINGTON	9	3	-66.7
14517	SMITH COLLEGE	NORTHAMPTON	181	194	7.2
14519	SPRINGFIELD COLLEGE	SPRINGFIELD	81	99	22.2
14460M	SPRINGFIELD TECHNICAL CC	SPRINGFIELD	20	11	-45.0
14514	ST HYACINTH COLLEGE & SEM	GRANBY	1	.	.
14521	STONEHILL COLLEGE	NORTH EASTON	21	27	28.6
14522	SUFFOLK UNIVERSITY	BOSTON	294	329	11.9
14524	TUFTS UNIVERSITY	MEDFORD	1,153	1,104	-4.2
14525	WELLESLEY COLLEGE	WELLESLEY	141	144	2.1
14526	WENTWORTH INST TECHNOLOGY	BOSTON	241	218	-9.5
14527	WESTERN NEW ENG COLLEGE	SPRINGFIELD	30	31	3.3
14528	WHEATON COLLEGE	NORTON	54	67	24.1
14529	WHEELOCK COLLEGE	BOSTON	20	.	.
14530	WILLIAMS COLLEGE	WILLIAMSTOWN	82	92	12.2
14534	WORCESTER POLYTECH INST	WORCESTER	308	326	5.8
14480K	WORCESTER STATE COLLEGE	WORCESTER	38	29	-23.7
■	**STATE TOTAL**		**23,721**	**24,327**	
MICHIGAN					
34400	ADRIAN COLLEGE	ADRIAN	31	19	-38.7
34401	ALBION COLLEGE	ALBION	37	28	-24.3
34402	ALMA COLLEGE	ALMA	11	13	18.2
34403	ALPENA CC	ALPENA	3	4	33.3
34404	ANDREWS UNIVERSITY	BERRIEN SPRINGS	562	531	-5.5
34405	AQUINAS COLLEGE	GRAND RAPIDS	14	12	-14.3
34502A	BAKER COLLEGE CADILLAC	CADILLAC	0	0	.
34502	BAKER COLLEGE FLINT	FLINT	12	5	-58.3
34502B	BAKER COLLEGE MOUNT CLEMENS	MOUNT CLEMENS	0	.	.
34502D	BAKER COLLEGE OWOSSO	OWOSSO	1	0	-100.0
34502F	BAKER COLLEGE PORT HURON	PORT HURON	3	.	.
34406	BAY DE NOC CC	ESCANABA	1	2	100.0
34407	CALVIN COLLEGE	GRAND RAPIDS	366	398	8.7
34409	CENTRAL MICHIGAN UNIVERSITY	MOUNT PLEASANT	165	154	-6.7

State NRC	University	City	1992/93 Total	1993/94 Total	Percentage Change
34426	CHARLES S MOTT CC	FLINT	12	15	25.0
34411	CLEARY COLLEGE	YPSILANTI	15	11	-26.7
34412	CONCORDIA COLLEGE	ANN ARBOR	5	6	20.0
34413	CRANBROOK ACAD OF ART	BLOOMFIELD HILLS	22	23	4.5
34498	CTR FOR CREATIVE STUDIES	DETROIT	24	29	20.8
34499	CTR HUMANISTIC STUDIES	DETROIT	0	2	.
34415	DELTA COLLEGE	UNIVERSITY CENTER	11	13	18.2
34490	DETROIT COLLEGE OF BUSINESS	DEARBORN	.	5	.
34420	DETROIT MERCY, UNIVERSITY OF	DETROIT	503	476	-5.4
34422	EASTERN MICHIGAN UNIVERSITY	YPSILANTI	1,218	1,196	-1.8
34424	FERRIS STATE UNIVERSITY	BIG RAPIDS	307	284	-7.5
34491	GLEN OAKS CC	CENTREVILLE	4	7	75.0
34425	GMI ENGR & MGMT INST	FLINT	154	135	-12.3
34427	GOGEBIC CC	IRONWOOD	13	6	-53.8
34492	GRACE BIBLE COLLEGE	GRAND RAPIDS	6	1	-83.3
34428	GRAND RAPIDS BAPT C & SEM	GRAND RAPIDS	14	18	28.6
34429	GRAND RAPIDS CC	GRAND RAPIDS	51	51	0.0
34430	GRAND VALLEY STATE UNIVERSITY	ALLENDALE	53	55	3.8
34432	HENRY FORD CC	DEARBORN	97	124	27.8
34433	HIGHLAND PARK CC	HIGHLAND PARK	28	27	-3.6
34434	HILLSDALE COLLEGE	HILLSDALE	23	23	0.0
34435	HOPE COLLEGE	HOLLAND	70	70	0.0
34436	JACKSON CC	JACKSON	3	2	-33.3
34437	KALAMAZOO COLLEGE	KALAMAZOO	50	40	-20.0
34438	KALAMAZOO VALLEY CC	KALAMAZOO	120	134	11.7
34439	KELLOGG CC	BATTLE CREEK	34	31	-8.8
34503	KENDALL COLLEGE ART & DSGN	GRAND RAPIDS	14	22	57.1
34440	KIRTLAND CC	ROSCOMMON	0	1	.
34441	LAKE MICHIGAN COLLEGE	BENTON HARBOR	49	66	34.7
34442	LAKE SUPERIOR STATE U	SAULT ST MARIE	923	822	-10.9
34443	LANSING CC	LANSING	248	212	-14.5
34444	LAWRENCE INST TECHNOLOGY	SOUTHFIELD	140	136	-2.9
34445B	MACOMB CC	WARREN	34	26	-23.5
34446	MADONNA UNIVERSITY	LIVONIA	39	16	-59.0
34448	MARYGROVE COLLEGE	DETROIT	2	2	0.0
34451	MICHIGAN CHRISTIAN COLLEGE	ROCHESTER HILLS	12	15	25.0
34452	MICHIGAN STATE UNIVERSITY	EAST LANSING	2,322	2,406	3.6
34453	MICHIGAN TECHNOLOGICAL U	HOUGHTON	492	490	-0.4
34454	MICHIGAN ANN ARBOR, U OF	ANN ARBOR	2,544	2,584	1.6
34454B	MICHIGAN DEARBORN, U OF	DEARBORN	60	43	-28.3
34454C	MICHIGAN FLINT, U OF	FLINT	8	9	12.5
34497	MID MICHIGAN CC	HARRISON	0	0	.
34455	MONROE COUNTY CC	MONROE	.	6	.
34456	MONTCALM CC	SIDNEY	1	0	-100.0

State NRC	University	City	1992/93 Total	1993/94 Total	Percentage Change
34457	MUSKEGON CC	MUSKEGON	7	12	71.4
34459	NORTH CENTRAL MICH COLLEGE	PETOSKEY	.	1	.
34460	NORTHERN MICHIGAN U	MARQUETTE	134	128	-4.5
34461	NORTHWESTERN MICH COLLEGE	TRAVERSE CITY	10	17	70.0
34462	NORTHWOOD INSTITUTE	WEST PALM BEACH	95	112	17.9
34463Y	OAKLAND CC	BLOOMFIELD HILLS	280	250	-10.7
34464	OAKLAND UNIVERSITY	ROCHESTER	121	101	-16.5
34465	OLIVET COLLEGE	OLIVET	7	7	0.0
34468	SACRED HEART MAJOR SEMINARY	DETROIT	15	16	6.7
34469	SAGINAW VALLEY STATE U	UNIVERSITY CENTER	70	61	-12.9
34474	SCHOOLCRAFT COLLEGE	LIVONIA	7	11	57.1
34476	SIENA HEIGHTS COLLEGE	ADRIAN	6	6	0.0
34477	SOUTHWESTERN MICH COLLEGE	DOWAGIAC	66	52	-21.2
34478	SPRING ARBOR COLLEGE	SPRING ARBOR	33	34	3.0
34471	ST CLAIR COUNTY CC	PORT HURON	79	91	15.2
34473	ST MARY'S COLLEGE	ORCHARD LAKE	30	30	0.0
34479	SUOMI COLLEGE	HANCOCK	26	20	-23.1
34495	WALSH COLLEGE	TROY	29	20	-31
34480	WASHTENAW CC	ANN ARBOR	375	327	-12.8
34488	WAYNE COUNTY CC	DETROIT	63	63	0.0
34482	WAYNE STATE UNIVERSITY	DETROIT	2,086	2,172	4.1
34484	WESTERN MICHIGAN UNIVERSITY	KALAMAZOO	1,656	1,737	4.9
	STATE TOTAL		**16,126**	**16,074**	
MINNESOTA					
41401	ALEXANDRIA TECH COLLEGE	ALEXANDRIA	10	11	10.0
41400	ANOKA-RAMSEY CC	COON RAPIDS	.	18	.
41402	AUGSBURG COLLEGE	MINNEAPOLIS	61	77	26.2
41403	AUSTIN CC	AUSTIN	6	4	-33.3
41404	BEMIDJI STATE UNIVERSITY	BEMIDJI	274	263	-4.0
41405	BETHANY LUTHERAN COLLEGE	MANKATO	7	4	-42.9
41406	BETHEL COLLEGE	ST PAUL	10	8	-20.0
41406A	BETHEL THEOLOGICAL SEM	ST PAUL	23	20	-13.0
41407	BRAINERD CC	BRAINERD	1	1	0.0
41408	CARLETON COLLEGE	NORTHFIELD	16	17	6.3
41409	CONCORDIA COLL MOORHEAD	MOORHEAD	107	111	3.7
41410	CONCORDIA COLLEGE ST PAUL	ST PAUL	5	4	-20.0
41454	CROWN COLLEGE	ST BONIFACIUS	14	14	0.0
41413	DR MARTIN LUTHER COLLEGE	NEW ULM	6	4	-33.3
41414	FERGUS FALL CC	FERGUS FALLS	5	.	.
41415	GUSTAVUS ADOLPHUS COLLEGE	ST PETER	43	44	2.3
41416	HAMLINE UNIVERSITY	ST PAUL	56	69	23.2
41417	HIBBING CC	HIBBING	.	3	.
41418	INVER HILLS CC	INVER GROVE HEIGHTS	.	10	.

State NRC	University	City	1992/93 Total	1993/94 Total	Percentage Change
41419	ITASCA CC ARROWHEAD	GRAND RAPIDS	10	8	-20.0
41420	LAKEWOOD CC	WHITE BEAR LAKE	15	17	13.3
41473	LUTHER NTHWSTN THEOL SEM	ST PAUL	33	31	-6.1
41423	MACALESTER COLLEGE	ST PAUL	163	168	3.1
41424	MANKATO STATE UNIVERSITY	MANKATO	537	546	1.7
41430C	MAYO GRAD SCH OF MEDICINE	ROCHESTER	300	300	0.0
41472	MAYO MEDICAL SCHOOL	ROCHESTER	0	0	.
41426	MESABI CC	VIRGINIA	11	11	0.0
41471	METROPOLITAN STATE UNIVERSITY	ST PAUL	45	43	-4.4
41430F	MN CROOKSTON, U OF	CROOKSTON	42	42	0.0
41430B	MN DULUTH, UNIVERSITY OF	DULUTH	145	121	-16.6
41430D	MN MORRIS, UNIVERSITY OF	MORRIS	10	.	.
41430	MN TWIN CITIES, U OF	MINNEAPOLIS	2,781	2,747	-1.2
41430E	MN WASECA, UNIVERSITY OF	WASECA	0	.	.
41428	MINNEAPOLIS C ART DESIGN	MINNEAPOLIS	20	20	0.0
41427	MINNEAPOLIS CC	MINNEAPOLIS	150	134	-10.7
41440	MOORHEAD STATE UNIVERSITY	MOORHEAD	161	152	-5.6
41441	NORMANDALE CC	BLOOMINGTON	39	34	-12.8
41442	NORTH CENTRAL BIBLE COLLEGE	MINNEAPOLIS	29	34	17.2
41443	NORTH HENNEPIN CC	MINNEAPOLIS	56	60	7.1
41469	NORTHLAND CC	THIEF RIVER FALLS	7	4	-42.9
41466	NORTHWESTERN COLLEGE	ST PAUL	11	27	145.5
41445	RAINY RIVER CC	INTERNATIONAL FALLS	140	103	-26.4
41446	ROCHESTER CC	ROCHESTER	73	44	-39.7
41459	SOUTHWEST STATE UNIVERSITY	MARSHALL	63	77	22.2
41447	ST BENEDICT, COLLEGE OF	ST JOSEPH	45	45	0.0
41448	ST CATHERINE, COLLEGE OF	ST PAUL	63	49	-22.2
41452	ST CATHERINE-ST MARY'S, C OF	MINNEAPOLIS	0	0	.
41449	ST CLOUD STATE UNIVERSITY	ST CLOUD	275	335	21.8
41450	ST JOHN'S UNIVERSITY	COLLEGEVILLE	46	46	0.0
41451	ST MARY'S COLLEGE OF MN	WINONA	83	64	-22.9
41453	ST OLAF COLLEGE	NORTHFIELD	60	65	8.3
41474	ST PAUL TECHNICAL COLLEGE	ST PAUL	4	5	25.0
41456	ST SCHOLASTICA, COLLEGE OF	DULUTH	13	12	-7.7
41458	ST THOMAS, UNIVERSITY OF	ST PAUL	167	190	13.8
41460	UNITED THEOLOGICAL SEM	NEW BRIGHTON	3	3	0.0
41461	VERMILION CC	ELY	2	10	400.0
41464	WINONA STATE UNIVERSITY	WINONA	265	283	6.8
41465	WORTHINGTON CC	WORTHINGTON	7	7	0.0
	■ STATE TOTAL		**6,518**	**6,519**	
MISSISSIPPI					
64400	ALCORN STATE UNIVERSITY	LORMAN	5	.	.
64401	BELHAVEN COLLEGE	JACKSON	28	30	7.1

State NRC	University	City	1992/93 Total	1993/94 Total	Percentage Change
64402	BLUE MOUNTAIN COLLEGE	BLUE MOUNTAIN	3	3	0.0
64405	COPIAH-LINCOLN CC	WESSON	1	2	100.0
64406	DELTA STATE UNIVERSITY	CLEVELAND	14	19	35.7
64407	EAST CENTRAL CC	DECATUR	0	0	.
64408	EAST MISSISSIPPI JR COLLEGE	SCOOBA	0	1	.
64410	HINDS CC	RAYMOND	8	10	25.0
64437	HINDS CC UTICA	UTICA	0	0	.
64411	HOLMES CC	GOODMAN	2	1	-50.0
64413	JACKSON STATE UNIVERSITY	JACKSON	220	.	.
64415	MARY HOLMES COLLEGE	WEST POINT	5	15	200.0
64416	MERIDIAN CC	MERIDIAN	6	3	-50.0
64417	MILLSAPS COLLEGE	JACKSON	10	9	-10.0
64420A	MS GULF COAST JC JACKSON	GAUTIER	0	.	.
64420C	MS GULF COAST JC PERKINSTON	PERKINSTON	17	18	5.9
64418	MISSISSIPPI COLLEGE	CLINTON	13	20	53.8
64424	MISSISSIPPI MAIN CAM, U OF	UNIVERSITY	662	612	-7.6
64424A	MISSISSIPPI MED CTR, U OF	JACKSON	33	43	30.3
64423	MISSISSIPPI STATE U	MISSISSIPPI STATE	829	811	-2.2
64422	MISSISSIPPI U FOR WOMEN	COLUMBUS	9	14	55.6
64427	NORTHEAST MS CC	BOONEVILLE	2	2	0.0
64441	REFORMED THEOLOGICAL SEM	JACKSON	123	147	19.5
64431	RUST COLLEGE	HOLLY SPRINGS	38	37	-2.6
64434	SOUTHERN MISSISSIPPI, U OF	HATTIESBURG	343	333	-2.9
64436	TOUGALOO COLLEGE	TOUGALOO	2	1	-50.0
64439	WILLIAM CAREY COLLEGE	HATTIESBURG	33	.	.
64440	WOOD JR COLLEGE	MATHISTON	22	22	0.0
■	**STATE TOTAL**		**2,428**	**2,153**	
MISSOURI					
43497	AQUINAS INST OF THEOLOGY	ST LOUIS	4	7	75.0
43491	ASSEMBLIES GOD THEOL SEM	SPRINGFIELD	24	14	-41.7
43400	AVILA COLLEGE	KANSAS CITY	52	57	9.6
43502	BARNES COLLEGE	ST LOUIS	0	2	.
43406	CENTRAL METHODIST COLLEGE	FAYETTE	22	27	22.7
43407	CENTRAL MISSOURI ST U	WARRENSBURG	374	398	6.4
43495	CLEVELAND CHIROPRACTIC C	KANSAS CITY	8	10	25.0
43408	COLUMBIA COLLEGE	COLUMBIA	160	142	-11.3
43420	CONCEPTION SEM COLLEGE	CONCEPTION	2	2	0.0
43409	CONCORDIA SEMINARY	ST LOUIS	14	15	7.1
43410	COTTEY COLLEGE	NEVADA	34	33	-2.9
43488	COVENANT THEOLOGICAL SEM	ST LOUIS	47	33	-29.8
43411	CROWDER COLLEGE	NEOSHO	3	8	166.7
43412	CULVER-STOCKTON COLLEGE	CANTON	10	10	0.0
43405	DEVRY INST OF TECHNOLOGY	KANSAS CITY	.	6	.

State NRC	University	City	1992/93 Total	1993/94 Total	Percentage Change
43413	DRURY COLLEGE	SPRINGFIELD	49	49	0.0
43414	EAST CENTRAL COLLEGE	UNION	8	10	25.0
43415	EDEN THEOLOGICAL SEM	WEBSTER GROVES	.	6	.
43416	EVANGEL COLLEGE	SPRINGFIELD	27	35	29.6
43418	FONTBONNE COLLEGE	ST LOUIS	89	73	-18.0
43483	HANNIBAL-LAGRANGE COLLEGE	HANNIBAL	.	3	.
43419	HARRIS STOWE STATE COLLEGE	ST. LOUIS	14	53	278.6
43421	JEFFERSON COLLEGE	HILLSBORO	6	5	-16.7
43423	KANSAS CITY ART INSTITUTE	KANSAS CITY	14	11	-21.4
43425	KEMPER MILITARY JR COLLEGE	BOONVILLE	1	2	100.0
43426	KENRICK-GLENNON SEM	ST LOUIS	1	1	0.0
43428	LINCOLN UNIVERSITY	JEFFERSON CITY	56	35	-37.5
43429	LINDENWOOD COLLEGE	ST. CHARLES	25	24	-4.0
43487	LOGAN COLLEGE CHIROPRACTIC	CHESTERFIELD	67	73	9.0
43422A	LONGVIEW CC	LEE'S SUMMIT	12	11	-8.3
43422B	MAPLE WOODS CC	KANSAS CITY	7	4	-42.9
43431	MARYVILLE UNIVERSITY	ST LOUIS	181	212	17.1
43433	MIDWESTERN BAPT THEOL SEM	KANSAS CITY	13	18	38.5
43434	MINERAL AREA COLLEGE	FLAT RIVER	1	1	0.0
43484	MISSOURI BAPTIST COLLEGE	ST LOUIS	46	80	73.9
43440	MISSOURI COLUMBIA, U OF	COLUMBIA	1,846	1,878	1.7
43440B	MISSOURI KANSAS CITY, U OF	KANSAS CITY	660	724	9.7
43440D	MISSOURI ROLLA, UNIVERSITY OF	ROLLA	608	591	-2.8
43440E	MISSOURI ST LOUIS, U OF	ST LOUIS	217	229	5.5
43438	MISSOURI STHN STATE COLLEGE	JOPLIN	7	10	42.9
43450	MISSOURI VALLEY COLLEGE	MARSHALL	43	21	-51.2
43451	MISSOURI WESTERN ST COLLEGE	ST. JOSEPH	18	11	-38.9
43452	MOBERLY AREA CC	MOBERLY	9	7	-22.2
43476	NORTH CEN MISSOURI COLLEGE	TRENTON	0	1	.
43455	NTHEST MISSOURI STATE U	KIRKSVILLE	202	234	15.8
43456	NTHWST MISSOURI STATE U	MARYVILLE	151	154	2.0
43459	OZARKS, COLLEGE OF THE	POINT LOOKOUT	25	26	4.0
43460	PARK COLLEGE	PARKVILLE	54	58	7.4
43422C	PENN VALLEY CC	KANSAS CITY	173	89	-48.6
43501	RESEARCH COLLEGE OF NURSING	KANSAS CITY	0	0	.
43461	ROCKHURST COLLEGE	KANSAS CITY	18	16	-11.1
43462A	ST LOUIS CC FLORISSANT VALLEY	ST LOUIS	16	23	43.8
43462B	ST LOUIS CC FOREST PARK	ST LOUIS	26	25	-3.8
43462C	ST LOUIS CC MERAMEC	KIRKWOOD	64	70	9.4
43463	ST LOUIS COLLEGE OF PHARMACY	ST LOUIS	3	1	-66.7
43465	ST LOUIS U MAIN CAMPUS	ST LOUIS	1,001	1,071	7.0
43503	ST LUKE'S COLLEGE	KANSAS CITY	0	1	.
43469	ST PAUL SCH OF THEOLOGY	KANSAS CITY	7	8	14.3

State NRC	University	City	1992/93 Total	1993/94 Total	Percentage Change
43489	STATE FAIR CC	SEDALIA	.	0	.
43473	STEPHENS COLLEGE	COLUMBIA	.	1	.
43470	STHEST MISSOURI STATE U	CAPE GIRARDEAU	411	319	-22.4
43471	STHWST BAPTIST UNIVERSITY	BOLIVAR	28	33	17.9
43472	STHWST MISSOURI STATE U	SPRINGFIELD	243	316	30.0
43475	THREE RIVERS CC	POPLAR BLUFF	3	12	300.0
43477	WASHINGTON UNIVERSITY	ST LOUIS	906	1,010	11.5
43478	WEBSTER UNIVERSITY	ST LOUIS	97	105	8.2
43479	WENTWORTH MILITARY ACAD	LEXINGTON	57	22	-61.4
43480	WESTMINSTER COLLEGE	FULTON	12	17	41.7
43481	WILLIAM JEWELL COLLEGE	LIBERTY	17	23	35.3
43482	WILLIAM WOODS COLLEGE	FULTON	0	0	.
■	**STATE TOTAL**		**8,293**	**8,576**	
MONTANA					
81417	BILLINGS VOC TECH CENTER	BILLINGS	.	0	.
81421	BUTTE VOC TECH CENTER	BUTTE	0	1	.
81400	CARROLL COLLEGE	HELENA	70	88	25.7
81401	DAWSON CC	GLENDIVE	5	3	-40.0
81402	EASTERN MONTANA COLLEGE	BILLINGS	13	13	0.0
81403	FLATHEAD VALLEY CC	KALISPELL	11	12	9.1
81418	GREAT FALLS VOC TECH CTR	GREAT FALLS	.	0	.
81404	GREAT FALLS, COLLEGE OF	GREAT FALLS	95	118	24.2
81419	HELENA VOC TECH CENTER	HELENA	0	0	.
81405	MILES CC	MILES CITY	36	12	-66.7
81406	MONTANA C MINRL SCI & TECH	BUTTE	77	66	-14.3
81407	MONTANA STATE UNIVERSITY	BOZEMAN	298	373	25.2
81408	MONTANA, UNIVERSITY OF	MISSOULA	483	515	6.6
81409	NORTHERN MONTANA COLLEGE	HAVRE	25	18	-28.0
81411	ROCKY MOUNTAIN COLLEGE	BILLINGS	68	69	1.5
81412	WESTERN MONTANA COLLEGE	DILLON	0	2	.
■	**STATE TOTAL**		**1,181**	**1,290**	
NEBRASKA					
46400	BELLEVUE COLLEGE	BELLEVUE	112	153	36.6
46425	CENTRAL CC	GRAND ISLAND	2	5	150.0
46401	CHADRON STATE COLLEGE	CHADRON	20	23	15.0
46402	CONCORDIA COLLEGE	SEWARD	10	6	-40.0
46403	CREIGHTON UNIVERSITY	OMAHA	242	206	-14.9
46404	DANA COLLEGE	BLAIR	30	27	-10.0
46405	DOANE COLLEGE	CRETE	40	23	-42.5
46408	HASTINGS COLLEGE	HASTINGS	6	8	33.3
46424	METROPOLITAN CC	OMAHA	64	84	31.3
46412	MID PLAINS CC MCCOOK	MCCOOK	17	12	-29.4

State NRC	University	City	1992/93 Total	1993/94 Total	Percentage Change
46417	MID PLAINS CC NO PLATTE	NORTH PLATTE	3	4	33.3
46413	MIDLAND LUTHERAN COLLEGE	FREMONT	23	27	17.4
46410	NEBRASKA KEARNEY, U OF	KEARNEY	181	220	21.5
46429	NEBRASKA INDIAN CC	WINNEBAGO	0	0	.
46414	NEBRASKA LINCOLN, U OF	LINCOLN	1,407	1,475	4.8
46414A	NEBRASKA MEDICAL CTR, U	OMAHA	87	94	8.0
46414B	NEBRASKA OMAHA, U OF	OMAHA	199	350	75.9
46415	NEBRASKA WESLEYAN U OF	LINCOLN	9	12	33.3
46418	NORTHEAST CC	NORFOLK	4	7	75.0
46419	PERU STATE COLLEGE	PERU	8	8	0.0
46406	SOUTHEAST CC BEATRICE	BEATRICE	23	11	-52.2
46411	SOUTHEAST CC LINCOLN	LINCOLN	3	3	0.0
46406A	SOUTHEAST CC MILFORD	MILFORD	0	1	.
46420	ST MARY, COLLEGE OF	OMAHA	1	0	-100
46421	UNION COLLEGE	LINCOLN	55	46	-16.4
46422	WAYNE STATE COLLEGE	WAYNE	13	10	-23.1
46416	WESTERN NEBRASKA CC	SCOTTSBLUFF	3	3	0.0
46431	WSTN NEBRASKA CC SIDNEY	SIDNEY	1	0	-100
46423	YORK COLLEGE	YORK	15	14	-6.7
	STATE TOTAL		**2,578**	**2,832**	
NEVADA					
88400D	NEVADA LAS VEGAS, U OF	LAS VEGAS	427	503	17.8
88400	NEVADA RENO, UNIVERSITY OF	RENO	675	835	23.7
88400C	NORTHERN NEVADA CC	ELKO	2	1	-50.0
88410	SIERRA NEVADA COLLEGE	INCLINE VILLAGE	30	32	6.7
88400B	SOUTHERN NEVADA, CC OF	NORTH LAS VEGAS	50	122	144.0
88400F	TRUCKEE MEADOWS CC	RENO	180	175	-2.8
88400E	WESTERN NEVADA CC	CARSON CITY	3	6	100.0
	STATE TOTAL		**1,367**	**1,674**	
NEW HAMPSHIRE					
12427	CASTLE COLLEGE	WINDHAM	0	0	.
12402	COLBY-SAWYER COLLEGE	NEW LONDON	.	16	.
12408	DANIEL WEBSTER COLLEGE	NASHUA	17	6	-64.7
12403	DARTMOUTH COLLEGE	HANOVER	452	483	6.9
12403C	DARTMOUTH MEDICAL SCH	HANOVER	0	.	.
12405	FRANKLIN PIERCE COLLEGE	RINDGE	47	56	19.1
12418	HESSER COLLEGE	MANCHESTER	60	60	0.0
12412A	KEENE STATE COLLEGE	KEENE	61	85	39.3
12430	LIFELONG LEARNING, C FOR	DURHAM	0	0	.
12409	NEW ENGLAND COLLEGE	HENNIKER	54	60	11.1
12410	NEW HAMPSHIRE COLLEGE	MANCHESTER	580	669	15.3
12412C	NH MANCHESTER, UNIVERSITY OF	MANCHESTER	0	0	.

State NRC	University	City	1992/93 Total	1993/94 Total	Percentage Change
12412	NEW HAMPSHIRE, U OF	DURHAM	243	240	-1.2
12421	NH TECH COLLEGE LACONIA	LACONIA	0	0	.
12413	NH TECH COLLEGE MANCHESTER	MANCHESTER	0	0	.
12414	NH TECH COLLEGE STRATHAM	STRATHAM	3	2	-33.3
12415	NOTRE DAME COLLEGE	MANCHESTER	11	13	18.2
12412B	PLYMOUTH STATE COLLEGE	PLYMOUTH	70	52	-25.7
12416	RIVIER COLLEGE	NASHUA	44	37	-15.9
12417	ST ANSELM'S COLLEGE	MANCHESTER	5	5	0.0
12419	WHITE PINES COLLEGE	CHESTER	15	9	-40.0
	■ STATE TOTAL		**1,662**	**1,793**	
NEW JERSEY					
22402	ASSUMPTION C FOR SISTERS	MENDHAM	17	0	-100.0
22403	ATLANTIC CC	MAYS LANDING	50	50	0.0
22405	BERGEN CC	PARAMUS	242	246	1.7
22461	BERKELEY COLLEGE OF BUSINESS	WEST PATERSON	6	4	-33.3
22406	BLOOMFIELD COLLEGE	BLOOMFIELD	10	6	-40.0
22407	BROOKDALE CC	LINCROFT	63	73	15.9
22408	BURLINGTON COUNTY COLLEGE	PEMBERTON	21	40	90.5
22409	CALDWELL COLLEGE	CALDWELL	23	118	413.0
22410	CAMDEN COUNTY COLLEGE	BLACKWOOD	130	120	-7.7
22411	CENTENARY COLLEGE	HACKETTSTOWN	38	44	15.8
22434	COUNTY COLLEGE OF MORRIS	RANDOLPH	164	198	20.7
22413	CUMBERLAND COUNTY COLLEGE	VINELAND	.	0	.
22415	DREW UNIVERSITY	MADISON	148	113	-23.6
22418	ESSEX COUNTY COLLEGE	NEWARK	233	203	-12.9
22419A	F DICKINSON U EDW WMS	HACKENSACK	37	39	5.4
22419B	F DICKINSON U MADISON	MADISON	43	43	0.0
22419	F DICKINSON U RUTHERFORD	RUTHERFORD	157	144	-8.3
22419C	F DICKINSON U TEANECK	TEANECK	342	376	9.9
22420	FELICIAN COLLEGE	LODI	15	14	-6.7
22422	GEORGIAN COURT COLLEGE	LAKEWOOD	6	1	-83.3
22424	GLOUCESTER COUNTY COLLEGE	SEWELL	11	11	0.0
22469	HUDSON COUNTY CC	JERSEY CITY	49	46	-6.1
22428	JERSEY CITY STATE COLLEGE	JERSEY CITY	300	289	-3.7
22439	KEAN COLLEGE OF NEW JERSEY	UNION	235	235	0.0
22436	MED & DENT OF NJ, U OF	NEWARK	132	112	-15.2
22430	MERCER COUNTY CC	TRENTON	119	99	-16.8
22431	MIDDLESEX COUNTY COLLEGE	EDISON	323	300	-7.1
22432	MONMOUTH COLLEGE	WEST LONG BRANCH	220	182	-17.3
22433	MONTCLAIR STATE COLLEGE	UPPER MONTCLAIR	336	371	10.4
22438	NEW JERSEY INST OF TECH	NEWARK	992	857	-13.6
22441	OCEAN COUNTY COLLEGE	TOMS RIVER	10	8	-20.0

State NRC	University	City	1992/93 Total	1993/94 Total	Percentage Change
22467	PASSAIC COUNTY CC	PATERSON	63	46	-27.0
22442	PRINCETON THEOLOGICAL SEM	PRINCETON	89	87	-2.2
22443	PRINCETON UNIVERSITY	PRINCETON	945	926	-2.0
22444	RAMAPO COLLEGE OF NEW JERSEY	MAHWAH	165	178	7.9
22452	RARITAN VALLEY CC	SOMERVILLE	6	11	83.3
22446	RIDER COLLEGE	LAWRENCEVILLE	42	49	16.7
22423	ROWAN COLLEGE OF NEW JERSEY	GLASSBORO	60	59	-1.7
22447A	RUTGERS U CAMDEN CAMPUS	CAMDEN	27	50	85.2
22447	RUTGERS U NEW BRUNSWICK	PISCATAWAY	2,372	2,342	-1.3
22447B	RUTGERS U NEWARK CAMPUS	NEWARK	615	598	-2.8
22465	SALEM CC	CARNEYS POINT	9	11	22.2
22451	SETON HALL UNIVERSITY	SOUTH ORANGE	131	155	18.3
22448	ST ELIZABETH, COLLEGE OF	MORRISTOWN	30	60	100.0
22450	ST PETER'S COLLEGE	JERSEY CITY	48	79	64.6
22453	STEVENS INST TECHNOLOGY	HOBOKEN	703	695	-1.1
22445	STOCKTON STATE COLLEGE	POMONA	42	44	4.8
22455	TRENTON STATE COLLEGE	TRENTON	58	32	-44.8
22456	UNION COUNTY COLLEGE	CRANFORD	59	48	-18.6
22457	UPSALA COLLEGE	EAST ORANGE	92	72	-21.7
22458	WESTMINSTER CHOIR COLLEGE	PRINCETON	43	46	7.0
22459	WILLIAM PATERSON COLLEGE	WAYNE	100	75	-25.0
	■ STATE TOTAL		**10,171**	**10,005**	
NEW MEXICO					
85420	ALBUQUERQUE VOC TECH INST	ALBUQUERQUE	20	36	80.0
85401	ESTN NEW MEXICO U MAIN	PORTALES	78	42	-46.2
85401A	ESTN NEW MEXICO U ROSWELL	ROSWELL	6	2	-66.7
85417	INST AMERICAN INDIAN ARTS	SANTA FE	11	14	27.3
85411	NM ALBUQUERQUE, U OF	ALBUQUERQUE	715	710	-0.7
85411B	NEW MEXICO GALLUP, U OF	GALLUP	.	2	.
85406	NEW MEXICO HIGHLANDS U	LAS VEGAS	25	34	36.0
85408	NEW MEXICO JC	HOBBS	8	14	75.0
85409	NEW MEXICO MILITARY INST	ROSWELL	15	20	33.3
85410A	NM STATE U ALAMOGORDO	ALAMOGORDO	0	0	.
85410B	NEW MEXICO ST U CARLSBAD	CARLSBAD	0	0	.
85410C	NEW MEXICO ST U GRANTS	GRANTS	0	2	.
85410	NEW MEXICO ST U MAIN	LAS CRUCES	582	705	21.1
85407	NEW MEXICO TECH	SOCORRO	171	166	-2.9
85418	NORTHERN NEW MEXICO CC	ESPANOLA	3	2	-33.3
85419	SANTA FE CC	SANTE FE	5	.	.
85414	SANTA FE, COLLEGE OF	SANTA FE	10	15	50.0
85415	SOUTHWEST, COLLEGE OF THE	HOBBS	9	5	-44.4
85412	ST JOHN'S COLLEGE	SANTA FE	5	6	20.0

State NRC	University	City	1992/93 Total	1993/94 Total	Percentage Change
85416	WESTERN NEW MEXICO U	SILVER CITY	24	25	4.2
	STATE TOTAL		**1,687**	**1,800**	
NEW YORK					
21402	ADELPHI UNIVERSITY	GARDEN CITY	278	259	-6.8
21403	ADIRONDACK CC	QUEENSBURY	11	12	9.1
21400	AERONAUTICS, COLLEGE OF	FLUSHING	44	42	-4.5
21722	ALBANY COLLEGE OF PHARMACY	ALBANY	13	15	15.4
21631A	ALBANY MEDICAL COLLEGE	ALBANY	27	29	7.4
21404	ALFRED UNIVERSITY	ALFRED	85	81	-4.7
21676	AMER ACAD DRAMATIC ARTS	NEW YORK	37	35	-5.4
21693	AUDREY COHEN COLLEGE	NEW YORK	3	2	-33.3
21412	BANK STREET COLLEGE OF ED	NEW YORK	.	7	.
21413	BARD COLLEGE	ANNANDALE-ON-HUDSON	73	90	23.3
21460B	BARNARD COLLEGE	NEW YORK	41	30	-26.8
21675	BERKELEY C - WHITE PLAINS	WHITE PLAINS	9	17	88.9
21672	BERKELEY SCHOOL, THE	NEW YORK	45	59	31.1
21420	BROOME CC	BINGHAMTON	140	134	-4.3
21423	CANISIUS COLLEGE	BUFFALO	336	413	22.9
21427	CAZENOVIA COLLEGE	CAZENOVIA	4	4	0.0
21724	CHRIST THE KING SEM	EAST AURORA	4	3	-25.0
21450	CLARKSON UNIVERSITY	POTSDAM	268	243	-9.3
21451	CLINTON CC	PLATTSBURGH	4	7	75.0
21453	COLGATE UNIVERSITY	HAMILTON	65	62	-4.6
21460F	COLUMBIA U TEACHERS COLLEGE	NEW YORK	374	415	11.0
21460	COLUMBIA UNIVERSITY	NEW YORK	3,338	3,585	7.4
21470	COLUMBIA-GREENE CC	HUDSON	5	6	20.0
21471	CONCORDIA COLLEGE	BRONXVILLE	102	95	-6.9
21472	COOPER UNION	NEW YORK	62	81	30.6
21473	CORNELL UNIVERSITY	ITHACA	2,478	2,573	3.8
21474	CORNING CC	CORNING	11	2	-81.8
21440A	CUNY BARUCH COLLEGE	NEW YORK	1,324	1,594	20.4
21440L	CUNY BORO OF MANHATTAN CC	NEW YORK	422	695	64.7
21440B	CUNY BRONX CC	BRONX	37	40	8.1
21440C	CUNY BROOKLYN COLLEGE	BROOKLYN	852	840	-1.4
21440D	CUNY CITY COLLEGE	NEW YORK	1,975	2,180	10.4
21440G	CUNY GRAD SCH & U CTR	NEW YORK	903	824	-8.7
21440E	CUNY HOSTOS CC	BRONX	21	23	9.5
21440H	CUNY HUNTER COLLEGE	NEW YORK	557	565	1.4
21440I	CUNY JOHN JAY COLLEGE	NEW YORK	107	208	94.4
21440J	CUNY KINGSBOROUGH CC	BROOKLYN	150	150	0.0
21440F	CUNY LA GUARDIA CC	LONG ISLAND CITY	941	1,011	7.4
21440K	CUNY LEHMAN COLLEGE	BRONX	334	357	6.9

State NRC	University	City	1992/93 Total	1993/94 Total	Percentage Change
21440M	CUNY MEDGAR EVERS COLLEGE	BROOKLYN	277	307	10.8
21440O	CUNY NEW YORK CITY TECH C	BROOKLYN	115	100	-13.0
21440P	CUNY QUEENS COLLEGE	FLUSHING	893	900	0.8
21440Q	CUNY QUEENSBOROUGH CC	BAYSIDE	216	251	16.2
21440S	CUNY STATEN ISLAND COLLEGE	STATEN ISLAND	511	506	-1.0
21440T	CUNY YORK COLLEGE	JAMAICA	321	340	5.9
21478	D'YOUVILLE COLLEGE	BUFFALO	315	323	2.5
21586	DAEMEN COLLEGE	AMHERST	49	58	18.4
21475	DOMINICAN COLLEGE BLAUVELT	ORANGEBURG	12	20	66.7
21476	DOWLING COLLEGE	OAKDALE	5	4	-20.0
21477	DUTCHESS CC	POUGHKEEPSIE	14	15	7.1
21481	ELMIRA COLLEGE	ELMIRA	68	77	13.2
21482	ERIE CC NORTH	WILLIAMSVILLE	80	55	-31.3
21484	FASHION INST TECHNOLOGY	NEW YORK	520	581	11.7
21486	FINGER LAKES CC	CANANDAIGUA	4	4	0.0
21649	FIVE TOWNS COLLEGE	DIX HILLS	16	8	-50.0
21487	FORDHAM UNIVERSITY	BRONX	492	496	0.8
21488	FRIENDS WORLD PRGM OF LIU	SOUTHAMPTON	16	16	0.0
21489	FULTON-MONTGOMERY CC	JOHNSTOWN	114	108	-5.3
21490	GENERAL THEOLOGICAL SEM	NEW YORK	1	.	.
21491	GENESEE CC	BATAVIA	3	1	-66.7
21492	HAMILTON COLLEGE	CLINTON	94	89	-5.3
21494	HARTWICK COLLEGE	ONEONTA	25	27	8.0
21496	HEBREW UNION C NY BRANCH	NEW YORK	.	4	.
21497	HERKIMER COUNTY CC	HERKIMER	4	5	25.0
21498	HILBERT COLLEGE	HAMBURG	4	3	-25.0
21499	HOBART & WM SMITH COLLEGES	GENEVA	71	59	-16.9
21500	HOFSTRA UNIVERSITY	HEMPSTEAD	305	332	8.9
21502	HOUGHTON COLLEGE	HOUGHTON	56	54	-3.6
21503	HUDSON VALLEY CC	TROY	74	77	4.1
21653	INSURANCE, COLLEGE OF	NEW YORK	75	80	6.7
21506	IONA COLLEGE	NEW ROCHELLE	96	90	-6.3
21507	ITHACA COLLEGE	ITHACA	113	118	4.4
21508	JAMESTOWN CC	JAMESTOWN	15	17	13.3
21510	JEWISH THEOL SEM AMERICA	NEW YORK	29	30	3.4
21511	JUILLIARD SCH, THE	NEW YORK	600	295	-50.8
21512	KEUKA COLLEGE	KEUKA PARK	4	4	0.0
21514	KING'S COLLEGE	BRIARCLIFF MANOR	19	11	-42.1
21677	LAB INST OF MERCHANDISING	NEW YORK	6	5	-16.7
21519	LE MOYNE COLLEGE	SYRACUSE	20	30	50.0
21520A	LONG ISL U BROOKLYN CENTER	BROOKLYN	303	264	-12.9
21520C	LONG ISL U C W POST CAMPUS	BROOKVILLE	328	299	-8.8
21520D	LONG ISL U SOUTHAMPTON CTR	SOUTHAMPTON	15	15	0.0

State NRC	University	City	1992/93 Total	1993/94 Total	Percentage Change
21523	MANHATTAN COLLEGE	RIVERDALE	94	86	-8.5
21524	MANHATTAN SCH OF MUSIC	NEW YORK	324	355	9.6
21525	MANHATTANVILLE COLLEGE	PURCHASE	188	191	1.6
21526	MANNES COLLEGE OF MUSIC	NEW YORK	101	114	12.9
21529	MARIST COLLEGE	POUGHKEEPSIE	66	46	-30.3
21531	MARYKNOLL SCH OF THEOLOGY	MARYKNOLL	30	27	-10.0
21532	MARYMOUNT COLLEGE	TARRYTOWN	50	53	6.0
21533	MARYMOUNT MANHATTAN C	NEW YORK	100	135	35.0
21534	MATER DEI COLLEGE	OGDENSBURG	3	2	-33.3
21538	MERCY COLLEGE	DOBBS FERRY	184	201	9.2
21541	MOHAWK VALLEY CC	UTICA	31	30	-3.2
21542	MOLLOY COLLEGE	ROCKVILLE CENTRE	5	4	-20.0
21543	MONROE CC	ROCHESTER	84	77	-8.3
21546	MT ST MARY COLLEGE	NEWBURGH	18	9	-50.0
21547	MT ST VINCENT, COLLEGE OF	RIVERDALE	9	23	155.6
21548	NASSAU CC	GARDEN CITY	286	284	-0.7
21551	NAZARETH COLLEGE ROCHESTER	ROCHESTER	6	10	66.7
21552	NEW ROCHELLE, COLLEGE OF	NEW ROCHELLE	23	16	-30.4
21553	NEW SCH FOR SOC RESEARCH	NEW YORK	1,140	1,194	4.7
21721	NEW YORK CHIROPRACTIC C	SENECA FALLS	16	31	93.8
21558Y	NEW YORK INST TECH CAMPUSES	OLD WESTBURY	1,216	1,129	-7.2
21562	NEW YORK UNIVERSITY	NEW YORK	3,531	3,636	3.0
21564	NIAGARA COUNTY CC	SANBORN	37	34	-8.1
21565	NIAGARA UNIVERSITY	NIAGARA UNIVERSITY	419	475	13.4
21566	NORTH COUNTRY CC	SARANAC LAKE	10	6	-40
21567	NYACK COLLEGE	NYACK	19	19	0.0
21568	ONONDAGA CC	SYRACUSE	53	53	0.0
21569	ORANGE CO CC	MIDDLETOWN	15	13	-13.3
21571	PACE UNIVERSITY NEW YORK	NEW YORK	345	488	41.4
21571A	PACE UNIVERSITY PLEASANTVILLE	PLEASANTVILLE	50	69	38.0
21644	PACE U WHITE PLAINS	WHITE PLAINS	91	108	18.7
21575	PAUL SMITH'S COLLEGE	PAUL SMITHS	39	32	-17.9
21576	POLYTECHNIC UNIVERSITY	BROOKLYN	469	495	5.5
21577	PRATT INSTITUTE	BROOKLYN	603	712	18.1
21580	RENSSELAER POLYTECH INST	TROY	930	940	1.1
21581	ROBERTS WESLEYAN COLLEGE	ROCHESTER	46	49	6.5
21582	ROCHESTER INST TECHNOLOGY	ROCHESTER	759	724	-4.6
21583	ROCHESTER, UNIVERSITY OF	ROCHESTER	1,271	1,212	-4.6
21585	ROCKLAND CC	SUFFERN	256	249	-2.7
21587	RUSSELL SAGE COLLEGE	TROY	33	38	15.2
21587A	SAGE JR COLLEGE OF ALBANY	ALBANY	12	9	-25
21600	SARAH LAWRENCE COLLEGE	BRONXVILLE	76	70	-7.9
21652	SEM IMMACULATE CONCEPTION	HUNTINGTON	0	0	.

State NRC	University	City	1992/93 Total	1993/94 Total	Percentage Change
21602	SIENA COLLEGE	LOUDONVILLE	16	13	-18.8
21603	SKIDMORE COLLEGE	SARATOGA SPRINGS	30	32	6.7
21590	ST BONAVENTURE UNIVERSITY	ST BONAVENTURE	119	129	8.4
21592	ST FRANCIS COLLEGE	BROOKLYN HEIGHTS	100	103	3.0
21593	ST JOHN FISHER COLLEGE	ROCHESTER	18	18	0.0
21594	ST JOHN'S UNIVERSITY	JAMAICA	935	886	-5.2
21595A	ST JOSEPH'S COLLEGE PATCHGUE	BRENTWOOD	2	0	-100.0
21596	ST JOSEPH'S SEM & COLLEGE	YONKERS	.	6	.
21597	ST LAWRENCE UNIVERSITY	CANTON	65	78	20.0
21598	ST ROSE, COLLEGE OF	ALBANY	61	67	9.8
21599	ST THOMAS AQUINAS COLLEGE	SPARKILL	21	20	-4.8
21620	SUFFOLK COUNTY CC SELDEN	SELDEN	22	22	0.0
21621	SULLIVAN COUNTY CC	LOCH SHELDRAKE	17	15	-11.8
21610D	SUNY AGRL TECH C DELHI	DELHI	3	4	33.3
21610G	SUNY ALBANY	ALBANY	741	746	0.7
21610H	SUNY BINGHAMTON	BINGHAMTON	644	634	-1.6
21610I	SUNY BUFFALO	BUFFALO	2,049	1,975	-3.6
21610K	SUNY STONY BROOK MAIN CAM	STONY BROOK	1,615	1,596	-1.2
21610N	SUNY COLLEGE BROCKPORT	BROCKPORT	55	33	-40.0
21610O	SUNY COLLEGE BUFFALO	BUFFALO	216	239	10.6
21610Q	SUNY COLLEGE CORTLAND	CORTLAND	41	48	17.1
21610S	SUNY COLLEGE FREDONIA	FREDONIA	21	21	0.0
21610T	SUNY COLLEGE GENESEO	GENESEO	13	9	-30.8
21610X	SUNY COLLEGE NEW PALTZ	NEW PALTZ	291	311	6.9
21611A	SUNY COLLEGE OLD WESTBURY	OLD WESTBURY	107	158	47.7
21611B	SUNY COLLEGE ONEONTA	ONEONTA	40	57	42.5
21611C	SUNY COLLEGE OSWEGO	OSWEGO	43	87	102.3
21611D	SUNY COLLEGE PLATTSBURGH	PLATTSBURGH	68	100	47.1
21611E	SUNY COLLEGE POTSDAM	POTSDAM	39	46	17.9
21611F	SUNY COLLEGE PURCHASE	PURCHASE	63	102	61.9
21622B	SUNY C ENV SCI & FORESTRY	SYRACUSE	146	132	-9.6
21610E	SUNY C OF TECH FARMINGDALE	FARMINGDALE	15	8	-46.7
21610A	SUNY COLLEGE TECH ALFRED	ALFRED	5	4	-20.0
21610B	SUNY COLLEGE TECH CANTON	CANTON	7	1	-85.7
21611L	SUNY EMPIRE STATE COLLEGE	SARATOGA SPRINGS	28	10	-64.3
21611G	SUNY HEALTH SCI CTR BROOKLYN	BROOKLYN	88	97	10.2
21611J	SUNY HEALTH SCI CTR SYRACUSE	SYRACUSE	35	36	2.9
21610U	SUNY INST TECH UTICA/ROME	UTICA	28	25	-10.7
21611H	SUNY MARITIME COLLEGE	THROGS NECK	123	119	-3.3
21610F	SUNY MORRISVILLE	MORRISVILLE	25	30	20.0
21622	SYRACUSE U MAIN CAMPUS	SYRACUSE	1,610	1,690	5.0
21622A	SYRACUSE U UTICA COLLEGE	UTICA	15	18	20.0
21623	TOMPKINS-CORTLAND CC	DRYDEN	52	57	9.6

State NRC	University	City	1992/93 Total	1993/94 Total	Percentage Change
21624	TOURO COLLEGE	NEW YORK	81	34	-58.0
21626	TROCAIRE COLLEGE	BUFFALO	7	6	-14.3
21629	ULSTER COUNTY CC	STONE RIDGE	13	11	-15.4
21631	UNION COLLEGE	SCHENECTADY	38	51	34.2
21630	UNION THEOLOGICAL SEM	NEW YORK	19	21	10.5
21632	US MERCHANT MARINE ACAD	KINGS POINT	28	32	14.3
21633	US MILITARY ACADEMY	WEST POINT	35	36	2.9
21634	VASSAR COLLEGE	POUGHKEEPSIE	98	90	-8.2
21635	VILLA MARIA COLLEGE BUFFALO	BUFFALO	4	2	-50.0
21678	VISUAL ARTS, SCHOOL OF	NEW YORK	455	485	6.6
21637	WADHAMS HALL SEM & COLLEGE	OGDENSBURG	7	6	-14.3
21638	WAGNER COLLEGE	STATEN ISLAND	111	97	-12.6
21641	WELLS COLLEGE	AURORA	4	5	25.0
21643	WESTCHESTER CC	VALHALLA	47	43	-8.5
21646	YESHIVA UNIVERSITY	NEW YORK	265	263	-0.8
	■ **STATE TOTAL**		**45,660**	**47,278**	
NORTH CAROLINA					
56400	ALAMANCE CC	GRAHAM	0	2	.
56401	ALBEMARLE, COLLEGE OF THE	ELIZABETH CITY	2	0	-100.0
56492	ANSON CC	POLKTON	0	.	.
56450K	APPALACHIAN STATE UNIVERSITY	BOONE	66	90	36.4
56403	ASHEVILLE BUNCOMBE TECH INST	ASHEVILLE	13	.	.
56404	BARTON COLLEGE	WILSON	20	20	0.0
56519	BEAUFORT COUNTY CC	WASHINGTON	0	0	.
56406	BELMONT ABBEY COLLEGE	BELMONT	40	32	-20.0
56407	BENNETT COLLEGE	GREENSBORO	23	16	-30.4
56514	BLADEN CC	DUBLIN	0	0	.
56489	BLUE RIDGE CC	FLAT ROCK	1	0	-100.0
56408	BREVARD COLLEGE	BREVARD	42	45	7.1
56539	BRUNSWICK CC	SUPPLY	5	5	0.0
56409	CAMPBELL UNIVERSITY	BUIES CREEK	111	138	24.3
56410	CAPE FEAR CC	WILMINGTON	3	2	-33.3
56509	CARTERET CC	MOREHEAD CITY	0	0	.
56411	CATAWBA COLLEGE	SALISBURY	.	9	.
56494	CATAWBA VALLEY CC	HICKORY	.	2	.
56491	CENTRAL CAROLINA CC	SANFORD	1	1	0.0
56412	CENTRAL PIEDMONT CC	CHARLOTTE	422	173	-59.0
56413	CHOWAN COLLEGE	MURFREESBORO	34	42	23.5
56510	CLEVELAND CC	SHELBY	0	1	.
56493	COASTAL CAROLINA CC	JACKSONVILLE	0	0	.
56504	CRAVEN CC	NEW BERN	1	1	0.0
56414	DAVIDSON COLLEGE	DAVIDSON	54	54	0.0
56416	DUKE UNIVERSITY	DURHAM	746	784	5.1

State NRC	University	City	1992/93 Total	1993/94 Total	Percentage Change
56502	DURHAM TECH CC	DURHAM	69	70	1.4
56450H	EAST CAROLINA UNIVERSITY	GREENVILLE	143	132	-7.7
56490	EDGECOMBE CC	TARBORO	0	0	.
56450L	ELIZABETH CITY STATE UNIVERSITY	ELIZABETH CITY	12	.	.
56419	ELON COLLEGE	ELON COLLEGE	55	49	-10.9
56450M	FAYETTEVILLE STATE UNIVERSITY	FAYETTEVILLE	35	30	-14.3
56421	FAYETTEVILLE TECH CC	FAYETTEVILLE	1	2	100.0
56423	GARDNER-WEBB UNIVERSITY	BOILING SPRINGS	63	66	4.8
56424	GASTON COLLEGE	DALLAS	.	3	.
56425	GREENSBORO COLLEGE	GREENSBORO	5	5	0.0
56426	GUILFORD COLLEGE	GREENSBORO	67	68	1.5
56508	GUILFORD TECH CC	JAMESTOWN	77	91	18.2
56513	HALIFAX CC	WELDON	0	0	.
56511	HAYWOOD CC	CLYDE	2	1	-50.0
56427	HIGH POINT UNIVERSITY	HIGH POINT	27	26	-3.7
56428	ISOTHERMAL CC	SPINDALE	0	0	.
56429	JAMES SPRUNT CC	KENANSVILLE	0	0	.
56431	JOHNSON C SMITH UNIVERSITY	CHARLOTTE	.	2	.
56521	JOHNSTON CC	SMITHFIELD	0	0	.
56434	LEES-MCRAE COLLEGE	BANNER ELK	8	7	-12.5
56435	LENOIR CC	KINSTON	0	.	.
56436	LENOIR-RHYNE COLLEGE	HICKORY	20	20	0.0
56437	LIVINGSTONE COLLEGE	SALISBURY	9	5	-44.4
56438	LOUISBURG COLLEGE	LOUISBURG	2	1	-50.0
56439	MARS HILL COLLEGE	MARS HILL	33	42	27.3
56499	MARTIN CC	WILLIAMSTON	0	0	.
56524	MAYLAND CC	SPRUCE PINE	0	0	.
56512	MCDOWELL TECHNICAL COLLEGE	MARION	0	1	.
56440	MEREDITH COLLEGE	RALEIGH	57	60	5.3
56441	METHODIST COLLEGE	FAYETTEVILLE	40	38	-5.0
56527	MONTGOMERY CC	TROY	0	0	.
56444	MONTREAT-ANDERSON COLLEGE	MONTREAT	6	8	33.3
56445	MOUNT OLIVE COLLEGE	MOUNT OLIVE	5	4	-20.0
56500	NASH CC	ROCKY MOUNT	0	0	.
56450N	NC AGRL & TECH STATE U	GREENSBORO	124	125	0.8
56450D	NC ASHEVILLE, UNIVERSITY OF	ASHEVILLE	20	30	50.0
56450	NC CHAPEL HILL, U OF	CHAPEL HILL	942	961	2.0
56450E	NC CHARLOTTE, U OF	CHARLOTTE	650	655	0.8
56450F	NC GREENSBORO, U OF	GREENSBORO	176	200	13.6
56450G	NC WILMINGTON, U OF	WILMINGTON	37	41	10.8
56450O	NC CENTRAL UNIVERSITY	DURHAM	114	132	15.8
56450P	NC SCHOOL OF THE ARTS	WINSTON-SALEM	24	26	8.3
56450C	NC STATE U RALEIGH	RALEIGH	1,201	1,127	-6.2

State NRC	University	City	1992/93 Total	1993/94 Total	Percentage Change
56460	NC WESLEYAN COLLEGE	ROCKY MOUNT	9	8	-11.1
56501	PAMLICO CC	GRANTSBORO	0	0	.
56462	PEACE COLLEGE	RALEIGH	9	6	-33.3
56450Q	PEMBROKE STATE UNIVERSITY	PEMBROKE	19	11	-42.1
56464	PFEIFFER COLLEGE	MISENHEIMER	14	21	50.0
56507	PITT CC	GREENVILLE	6	8	33.3
56466	QUEENS COLLEGE	CHARLOTTE	30	33	10.0
56515	RANDOLPH TECHNICAL COLLEGE	ASHEBORO	2	1	-50.0
56503	ROANOKE-CHOWAN CC	AHOSKIE	1	0	-100.0
56520	ROBESON CC	LUMBERTON	0	0	.
56467	ROCKINGHAM CC	WENTWORTH	0	0	.
56517	ROWAN TECHNICAL COLLEGE	SALISBURY	0	0	.
56472	SALEM COLLEGE	WINSTON-SALEM	8	14	75.0
56505	SAMPSON CC	CLINTON	0	0	.
56473	SANDHILLS CC	PINEHURST	0	0	.
56474	SHAW UNIVERSITY	RALEIGH	120	41	-65.8
56469	ST ANDREW'S PRESBY COLLEGE	LAURINBURG	39	39	0.0
56470	ST AUGUSTINE'S COLLEGE	RALEIGH	169	200	18.3
56471	ST MARY'S COLLEGE	RALEIGH	16	12	-25.0
56495	STANLEY CC	ALBEMARLE	1	.	.
56475	STHESTN BAPTIST THEOL SEM	WAKE FOREST	14	9	-35.7
56476	SOUTHEASTERN CC	WHITEVILLE	10	14	40.0
56523	VANCE-GRANVILLE CC	HENDERSON	0	0	.
56479	WAKE FOREST UNIVERSITY	WINSTON-SALEM	136	136	0.0
56498	WAKE TECHNICAL COLLEGE	RALEIGH	358	300	-16.2
56480	WARREN WILSON COLLEGE	SWANNANOA	33	33	0.0
56481	WAYNE CC	GOLDSBORO	3	3	0.0
56450R	WESTERN CAROLINA UNIVERSITY	CULLOWHEE	97	92	-5.2
56483	WESTERN PIEDMONT CC	MORGANTON	0	0	.
56484	WILKES CC	WILKESBORO	3	5	66.7
56497	WILSON TECH CC	WILSON	0	0	.
56485	WINGATE COLLEGE	WINGATE	16	9	-43.8
56450S	WINSTON-SALEM STATE U	WINSTON-SALEM	2	4	100.0
	■ **STATE TOTAL**		**6,723**	**6,444**	
NORTH DAKOTA					
44400	BISMARCK STATE COLLEGE	BISMARCK	.	10	.
44401	DICKINSON STATE UNIVERSITY	DICKINSON	14	19	35.7
44402	JAMESTOWN COLLEGE	JAMESTOWN	69	77	11.6
44404	MARY, UNIVERSITY OF	BISMARCK	17	18	5.9
44405	MAYVILLE STATE UNIVERSITY	MAYVILLE	43	55	27.9
44406	MINOT STATE UNIVERSITY	MINOT	574	629	9.6
44403	ND LAKE REGION, U OF	DEVILS LAKE	4	7	75.0
44409	ND MAIN CAMPUS, U OF	GRAND FORKS	565	586	3.7

State NRC	University	City	1992/93 Total	1993/94 Total	Percentage Change
44407	ND STATE COLLEGE OF SCIENCE	WAHPETON	27	28	3.7
44408A	ND STATE U BOTTINEAU	BOTTINEAU	46	41	-10.9
44408	ND STATE UNIVERSITY	FARGO	335	303	-9.6
44409B	ND WILLISTON, UNIVERSITY OF	WILLISTON	21	21	0.0
44410	VALLEY CITY STATE UNIVERSITY	VALLEY CITY	38	48	26.3
	■ STATE TOTAL		**1,753**	**1,842**	
OHIO					
31400	AIR FORCE INST TECHNOLOGY	DAYTON	40	35	-12.5
31401	AKRON MAIN CAMPUS, U OF	AKRON	895	790	-11.7
31402	ANTIOCH UNIVERSITY	YELLOW SPRINGS	79	77	-2.5
31404A	ASHLAND THEOLOGICAL SEM	ASHLAND	24	39	62.5
31404	ASHLAND UNIVERSITY	ASHLAND	178	134	-24.7
31405	ATHENAEUM OF OHIO	CINCINATTI	1	2	100.0
31406	BALDWIN-WALLACE COLLEGE	BEREA	79	81	2.5
31561	BELMONT TECHNICAL COLLEGE	ST CLAIRSVILLE	0	0	.
31408	BLUFFTON COLLEGE	BLUFFTON	41	36	-12.2
31410	BOWLING GREEN STATE U	BOWLING GREEN	466	516	10.7
31411	CAPITAL UNIVERSITY	COLUMBUS	37	51	37.8
31412	CASE WESTERN RESERVE U	CLEVELAND	1,174	1,151	-2.0
31413	CEDARVILLE COLLEGE	CEDARVILLE	33	23	-30.3
31568	CENTRAL OHIO TECH COLLEGE	NEWARK	.	0	.
31414	CENTRAL STATE UNIVERSITY	WILBERFORCE	250	120	-52.0
31565	CHATFIELD COLLEGE	ST MARTIN	0	0	.
31572	CINCINNATI C MORTUARY SCI	CINCINNATI	0	0	.
31417C	CINCINNATI CLERMONT C, U OF	BATAVIA	0	0	.
31563	CINCINNATI TECH COLLEGE	CINCINNATI	15	25	66.7
31417	CINCINNATI, UNIVERSITY OF	CINCINNATI	1,370	1,276	-6.9
31538	CLARK TECHNICAL COLLEGE	SPRINGFIELD	4	3	-25.0
31418	CLEVELAND INST OF ART	CLEVELAND	10	10	0.0
31419	CLEVELAND INST OF MUSIC	CLEVELAND	80	88	10.0
31421	CLEVELAND STATE UNIVERSITY	CLEVELAND	712	884	24.2
31556	COLUMBUS COLLEGE ART & DSGN	COLUMBUS	47	57	21.3
31537	COLUMBUS STATE CC	COLUMBUS	129	162	25.6
31422A	CUYAHOGA CC METRO CAMPUS	CLEVELAND	302	306	1.3
31422B	CUYAHOGA CC WESTERN CAMPUS	PARMA	9	11	22.2
31423	DAYTON, UNIVERSITY OF	DAYTON	194	237	22.2
31424	DEFIANCE COLLEGE	DEFIANCE	10	9	-10.0
31425	DENISON UNIVERSITY	GRANVILLE	64	57	-10.9
31427	DEVRY INST OF TECHNOLOGY	COLUMBUS	28	29	3.6
31426	DYKE COLLEGE	CLEVELAND	1	.	.
31552	EDISON STATE CC	PIQUA	2	5	150.0
31430	FINDLAY, THE UNIVERSITY OF	FINDLAY	162	164	1.2
31521	FRANCISCAN U STEUBENVILLE	STEUBENVILLE	122	124	1.6

State NRC	University	City	1992/93 Total	1993/94 Total	Percentage Change
31432	FRANKLIN UNIVERSITY	COLUMBUS	86	152	76.7
31433	HEBREW UNION COLLEGE	LOS ANGELES	10	9	-10.0
31434	HEIDELBERG COLLEGE	TIFFIN	127	117	-7.9
31435	HIRAM COLLEGE	HIRAM	8	7	-12.5
31543	HOCKING TECHNICAL COLLEGE	NELSONVILLE	120	119	-0.8
31437	JEFFERSON TECHNICAL COLLEGE	STEUBENVILLE	0	0	.
31438	JOHN CARROLL UNIVERSITY	UNIVERSITY HEIGHTS	29	31	6.9
31440A	KENT ST ASHTABULA CAMPUS	ASHTABULA	0	.	.
31440B	KENT ST E LIVERPOOL CAMPUS	EAST LIVERPOOL	0	0	.
31440G	KENT ST GEAUGA CAMPUS	BURTON TOWNSHIP	0	0	.
31440C	KENT ST SALEM CAMPUS	SALEM	0	0	.
31440E	KENT ST TRUMBULL CAMPUS	WARREN	0	0	.
31440F	KENT ST TUSCARAWAS CAMPUS	NEW PHILADELPHIA	0	0	.
31440	KENT STATE U MAIN CAMPUS	KENT	426	416	-2.3
31450	KENYON COLLEGE	GAMBIER	36	39	8.3
31548	KETTERING C MEDICAL ARTS	KETTERING	33	17	-48.5
31452	LAKE ERIE COLLEGE	PAINESVILLE	5	.	.
31453	LAKELAND CC	MENTOR	14	8	-42.9
31562	LIMA TECHNICAL COLLEGE	LIMA	1	0	-100.0
31454	LORAIN COUNTY CC	ELYRIA	11	6	-45.5
31455	LOURDES COLLEGE	SYLVANIA	0	9	.
31456	MALONE COLLEGE	CANTON	8	11	37.5
31457	MARIETTA COLLEGE	MARIETTA	24	21	-12.5
31564	MARION TECHNICAL COLLEGE	MARION	1	3	200.0
31459	MED COLLEGE OF OHIO	TOLEDO	121	124	2.5
31460	METHODIST THEOL SCH OHIO	DELAWARE	.	1	.
31461A	MIAMI UNIVERSITY HAMILTON	HAMILTON	1	.	.
31461B	MIAMI UNIVERSITY MIDDLETOWN	MIDDLETOWN	.	0	.
31461	MIAMI UNIVERSITY OXFORD	OXFORD	329	357	8.5
31463	MOUNT ST JOSEPH, COLLEGE OF	CINCINNATI	83	74	-10.8
31464	MOUNT UNION COLLEGE	ALLIANCE	61	67	9.8
31465	MOUNT VERNON NAZARENE C	MOUNT VERNON	11	9	-18.2
31466	MUSKINGUM COLLEGE	NEW CONCORD	24	19	-20.8
31540	MUSKINGUM TECHNICAL COLLEGE	ZANESVILLE	0	0	.
31559	NORTH CENTRAL TECH COLLEGE	MANSFIELD	1	0	-100.0
31541	NORTHWEST TECHNICAL COLLEGE	ARCHBOLD	0	0	.
31467	NOTRE DAME COLLEGE	SOUTH EUCLID	5	5	0.0
31468	OBERLIN COLLEGE	OBERLIN	187	162	-13.4
31469	OHIO COLLEGE PODIATRIC MED	CLEVELAND	13	.	.
31470	OHIO DOMINICAN COLLEGE	COLUMBUS	147	170	15.6
31471	OHIO NORTHERN UNIVERSITY	ADA	49	63	28.6
31480F	OHIO STATE U AG TECH INST	WOOSTER	3	3	0.0
31480	OHIO STATE U MAIN CAMPUS	COLUMBUS	3,449	3,612	4.7

State NRC	University	City	1992/93 Total	1993/94 Total	Percentage Change
31500B	OHIO U CHILLICOTHE	CHILLICOTHE	0	0	.
31500	OHIO U MAIN CAMPUS	ATHENS	1,254	1,196	-4.6
31510	OHIO WESLEYAN UNIVERSITY	DELAWARE	184	149	-19.0
31511	OTTERBEIN COLLEGE	WESTERVILLE	27	31	14.8
31546	OWENS TECHNICAL COLLEGE	TOLEDO	.	6	.
31512	PONTIFICAL C JOSEPHINUM	COLUMBUS	18	14	-22.2
31514	RIO GRANDE, UNIVERSITY OF	RIO GRANDE	148	183	23.6
31550	SHAWNEE STATE UNIVERSITY	PORTSMOUTH	9	21	133.3
31520	SINCLAIR CC	DAYTON	114	96	-15.8
31558	SOUTHERN OHIO COLLEGE	CINCINNATI	3	3	0.0
31569	SOUTHERN STATE CC	HILLSBORO	0	1	.
31519	ST MARY SEMINARY	WICKLIFFE	0	0	.
31566	STARK TECHNICAL COLLEGE	CANTON	2	0	-100.0
31522	TIFFIN UNIVERSITY	TIFFIN	24	29	20.8
31523	TOLEDO, UNIVERSITY OF	TOLEDO	1,440	1,349	-6.3
31571	TRINITY LUTHERAN SEM	COLUMBUS	4	4	0.0
31524	UNITED THEOLOGICAL SEM	DAYTON	10	12	20.0
31525	URBANA UNIVERSITY	URBANA	6	8	33.3
31526	URSULINE COLLEGE	PEPPER PIKE	10	2	-80.0
31527	WALSH UNIVERSITY	NORTH CANTON	31	30	-3.2
31529	WILBERFORCE UNIVERSITY	WILBERFORCE	11	9	-18.2
31530	WILMINGTON COLLEGE	WILMINGTON	18	12	-33.3
31574	WINEBRENNER THEOL SEM	FINDLAY	1	1	0.0
31531	WITTENBERG UNIVERSITY	SPRINGFIELD	76	83	9.2
31533	WOOSTER, COLLEGE OF	WOOSTER	120	156	30.0
31534A	WRIGHT ST U LAKE CAMPUS	CELINA	1	0	-100.0
31534	WRIGHT ST U MAIN CAMPUS	DAYTON	369	344	-6.8
31535	XAVIER UNIVERSITY	CINCINNATI	154	164	6.5
31536	YOUNGSTOWN STATE UNIVERSITY	YOUNGSTOWN	135	128	-5.2
	■ STATE TOTAL		**16,150**	**16,164**	
OKLAHOMA					
73401	BACONE COLLEGE	MUSKOGEE	.	5	.
73402	BARTLESVILLE WESLEYAN COLLEGE	BARTLESVILLE	26	25	-3.8
73404	CAMERON UNIVERSITY	LAWTON	16	14	-12.5
73405	CARL ALBERT JR COLLEGE	POTEAU	0	.	.
73406	CENTRAL OKLAHOMA, U OF	EDMOND	1,042	1,070	2.7
73409	EAST CENTRAL UNIVERSITY	ADA	13	12	-7.7
73410	EASTERN OKLA STATE COLLEGE	WILBURTON	4	4	0.0
73443	FLAMING RAINBOW UNIVERSITY	STILLWELL	0	.	.
73412	LANGSTON UNIVERSITY	LANGSTON	28	30	7.1
73445	MID-AMERICA BIBLE COLLEGE	OKLAHOMA CITY	.	6	.
73413	MURRAY STATE COLLEGE	TISHOMINGO	0	0	.
73414	NTHEST OKLAHOMA A&M C	MIAMI	25	18	-28

State NRC	University	City	1992/93 Total	1993/94 Total	Percentage Change
73415	NORTHEASTERN STATE U	TAHLEQUAH	26	29	11.5
73416	NORTHERN OKLAHOMA COLLEGE	TONKAWA	.	12	.
73417	NTHWST OKLAHOMA ST U	ALVA	3	10	233.3
73418	OKLAHOMA BAPTIST UNIVERSITY	SHAWNEE	34	38	11.8
73419	OKLAHOMA CHRISTIAN U	OKLAHOMA CITY	90	86	-4.4
73432	OKLAHOMA CITY CC	OKLAHOMA CITY	137	183	33.6
73420	OKLAHOMA CITY UNIVERSITY	OKLAHOMA CITY	1,200	1,200	0.0
73426A	OKLAHOMA HEALTH SCI CTR, U OF	OKLAHOMA CITY	114	104	-8.8
73426	OKLAHOMA NORMAN, U OF	NORMAN	1,520	1,711	12.6
73423	OKLAHOMA PANHANDLE STATE U	GOODWELL	3	3	0.0
73425	OKLAHOMA ST U MAIN CAMPUS	STILLWATER	1,731	1,833	5.9
73425A	OKLAHOMA ST U OKLAHOMA CITY	OKLAHOMA CITY	17	10	-41.2
73425D	OKLAHOMA STATE U-OKMULGEE	OKMULGEE	18	17	-5.6
73427	ORAL ROBERTS UNIVERSITY	TULSA	270	112	-58.5
73428	PHILLIPS UNIVERSITY	ENID	76	78	2.6
73411	REDLANDS CC	EL RENO	1	0	-100.0
73407	ROGERS STATE COLLEGE	CLAREMORE	59	53	-10.2
73438	ROSE STATE COLLEGE	MIDWEST CITY	22	25	13.6
73421	SCIENCE & ARTS, U OF	CHICKASHA	33	27	-18.2
73431	SEMINOLE JR COLLEGE	SEMINOLE	.	11	.
73403	SOUTHERN NAZARENE U	BETHANY	25	35	40.0
73429	ST GREGORY'S COLLEGE	SHAWNEE	26	35	34.6
73433	SOUTHEASTERN OK STATE U	DURANT	106	96	-9.4
73435	SOUTHWESTERN OK STATE U	WEATHERFORD	55	52	-5.5
73437	TULSA JR COLLEGE	TULSA	99	99	0.0
73436	TULSA, UNIVERSITY OF	TULSA	513	552	7.6
73400	WESTERN OKLAHOMA ST C	ALTUS	4	5	25.0
■	**STATE TOTAL**		**7,336**	**7,600**	
OREGON					
92457	BASSIST COLLEGE	PORTLAND	8	9	12.5
92400	BLUE MOUNTAIN CC	PENDLETON	19	14	-26.3
92401	CENTRAL OREGON CC	BEND	30	35	16.7
92402	CHEMEKETA CC	SALEM	227	216	-4.8
92403	CLACKAMAS CC	OREGON CITY	30	30	0.0
92404	CLATSOP CC	ASTORIA	2	12	500.0
92405	COLUMBIA CHRISTIAN COLLEGE	PORTLAND	12	0	-100.0
92406	CONCORDIA COLLEGE	PORTLAND	92	85	-7.6
92430B	EASTERN OREGON STATE COLLEGE	LA GRANDE	86	69	-19.8
92407	GEORGE FOX COLLEGE	NEWBERG	50	57	14.0
92409	LANE CC	EUGENE	222	260	17.1
92410	LEWIS & CLARK COLLEGE	PORTLAND	254	237	-6.7
92411	LINFIELD COLLEGE	MCMINNVILLE	92	71	-22.8
92412	LINN-BENTON CC	ALBANY	64	54	-15.6

State NRC	University	City	1992/93 Total	1993/94 Total	Percentage Change
92413	MARYLHURST COLLEGE	MARYLHURST	16	17	6.3
92415	MOUNT ANGEL SEMINARY	SAINT BENEDICT	40	31	-22.5
92416	MOUNT HOOD CC	GRESHAM	97	119	22.7
92418	NORTHWEST CHRISTIAN COLLEGE	EUGENE	11	21	90.9
92419	OREGON GRADUATE INST	BEAVERTON	113	112	-0.9
92430A	OREGON HEALTH SCIENCES U	PORTLAND	50	50	0.0
92430I	OR HEALTH SCIENCES U DENTAL	PORTLAND	.	2	.
92430E	OREGON INST OF TECHNOLOGY	KLAMATH FALLS	26	31	19.2
92430	OREGON MAIN CAMPUS, U OF	EUGENE	1,529	1,605	5.0
92430D	OREGON STATE UNIVERSITY	CORVALLIS	1,444	1,454	0.7
92454	PACIFIC NTHWST COLLEGE OF ART	PORTLAND	10	14	40.0
92440	PACIFIC UNIVERSITY	FOREST GROVE	116	125	7.8
92441	PORTLAND CC	PORTLAND	300	260	-13.3
92430F	PORTLAND STATE UNIVERSITY	PORTLAND	815	713	-12.5
92442	PORTLAND, UNIVERSITY OF	PORTLAND	287	287	0.0
92443	REED COLLEGE	PORTLAND	58	61	5.2
92455	ROGUE CC	GRANTS PASS	7	5	-28.6
92430G	SOUTHERN OREGON ST COLLEGE	ASHLAND	146	157	7.5
92444	STHWSTN OREGON CC	COOS BAY	29	28	-3.4
92445	TREASURE VALLEY CC	ONTARIO	24	28	16.7
92446	UMPQUA CC	ROSEBURG	12	6	-50.0
92447	WARNER PACIFIC COLLEGE	PORTLAND	56	53	-5.4
92451	WILLAMETTE UNIVERSITY	SALEM	70	80	14.3
92448	WSTN BAPTIST COLLEGE	SALEM	2	5	150.0
92449	WSTN CONSERV BAPTIST SEM	PORTLAND	10	21	110.0
92453	WSTN EVANGELICAL SEM	PORTLAND	5	6	20.0
92430C	WSTN OREGON STATE COLLEGE	MONMOUTH	96	100	4.2
92456	WSTN STATES CHIROPRACTIC C	PORTLAND	55	77	40.0
	■ STATE TOTAL		**6,612**	**6,617**	
PENNSYLVANIA					
23403	ALBRIGHT COLLEGE	READING	70	50	-28.6
23405A	ALLEGHENY CO ALLEG CAM CC	PITTSBURGH	176	91	-48.3
23405B	ALLEGHENY CO BOYCE CAM CC	MONROEVILLE	0	4	.
23405D	ALLEGHENY CO NORTH CAM CC	PITTSBURGH	0	0	.
23405C	ALLEGHENY CO SOUTH CAM CC	WEST MIFFLIN	3	0	-100.0
23404	ALLEGHENY COLLEGE	MEADVILLE	60	52	-13.3
23406	ALLENTOWN COLLEGE	CENTER VALLEY	13	15	15.4
23408	ALVERNIA COLLEGE	READING	3	5	66.7
23586	ARTS, UNIVERSITY OF THE	PHILADELPHIA	74	60	-18.9
23410	BAPTIST BIBLE COLLEGE & SEM	CLARKS SUMMIT	5	3	-40.0
23412	BEAVER COUNTY, CC OF	MONACA	3	4	33.3
23411	BEAVER COLLEGE	GLENSIDE	24	29	20.8
23413	BLOOMSBURG UNIVERSITY	BLOOMSBURG	60	58	-3.3

State NRC	University	City	1992/93 Total	1993/94 Total	Percentage Change
23414	BRYN MAWR COLLEGE	BRYN MAWR	146	176	20.5
23415	BUCKNELL UNIVERSITY	LEWISBURG	52	56	7.7
23418	CABRINI COLLEGE	RADNOR	10	15	50.0
23419	CALIFORNIA UNIVERSITY OF PA	CALIFORNIA	76	84	10.5
23420	CARLOW COLLEGE	PITTSBURGH	12	12	0.0
23422	CARNEGIE-MELLON UNIVERSITY	PITTSBURGH	1,131	1,276	12.8
23423	CEDAR CREST COLLEGE	ALLENTOWN	26	25	-3.8
23583	CENTRAL PA BUSINESS SCH	SUMMERDALE	1	0	-100.0
23424	CHATHAM COLLEGE	PITTSBURGH	34	29	-14.7
23425	CHESTNUT HILL COLLEGE	PHILADELPHIA	38	24	-36.8
23426	CHEYNEY UNIVERSITY OF PA	CHEYNEY	25	18	-28.0
23429	CLARION UNIVERSITY OF PA	CLARION	130	100	-23.1
23432	DELAWARE COUNTY CC	MEDIA	42	39	-7.1
23433	DELAWARE VALLEY COLLEGE	DOYLESTOWN	10	11	10.0
23434	DICKINSON COLLEGE	CARLISLE	37	38	2.7
23437	DREXEL UNIVERSITY	PHILADELPHIA	1,200	1,200	0.0
23439	DUQUESNE UNIVERSITY	PITTSBURGH	434	461	6.2
23440	EAST STROUDSBURG UNIVERSITY	EAST STROUDSBURG	66	75	13.6
23442	EASTERN BAPTIST THEOL SEM	PHILADELPHIA	16	20	25.0
23441	EASTERN COLLEGE	SAINT DAVIDS	100	99	-1
23444	EDINBORO UNIVERSITY	EDINBORO	192	192	0.0
23445	ELIZABETHTOWN COLLEGE	ELIZABETHTOWN	34	33	-2.9
23584	EVANGELICAL SCH THEOLOGY	MYERSTOWN	.	5	.
23448	FRANKLIN & MARSHALL COLLEGE	LANCASTER	99	109	10.1
23450	GANNON UNIVERSITY	ERIE	50	44	-12.0
23451	GENEVA COLLEGE	BEAVER FALLS	35	33	-5.7
23452	GETTYSBURG COLLEGE	GETTYSBURG	48	49	2.1
23453	GRATZ COLLEGE	MELROSE PARK	19	19	0.0
23454	GROVE CITY COLLEGE	GROVE CITY	43	28	-34.9
23455	GWYNEDD-MERCY COLLEGE	GWYNEDD VALLEY	63	69	9.5
23456	HAHNEMANN UNIVERSITY	PHILADELPHIA	61	60	-1.6
23457	HARCUM JR COLLEGE	BRYN MAWR	64	53	-17.2
23458	HARRISBURG AREA CC	HARRISBURG	54	42	-22.2
23459	HAVERFORD COLLEGE	HAVERFORD	23	26	13.0
23460	HOLY FAMILY COLLEGE	PHILADELPHIA	9	11	22.2
23461	IMMACULATA COLLEGE	IMMACULATA	85	82	-3.5
23462	INDIANA UNIVERSITY OF PA	INDIANA	615	557	-9.4
23464	JUNIATA COLLEGE	HUNTINGDON	27	28	3.7
23466	KING'S COLLEGE	WILKES-BARRE	15	21	40.0
23467	KUTZTOWN UNIVERSITY OF PA	KUTZTOWN	140	135	-3.6
23468	LA ROCHE COLLEGE	PITTSBURGH	3	33	1000.0
23473	LA SALLE UNIVERSITY	PHILADELPHIA	58	55	-5.2
23469	LACKAWANNA JC	SCRANTON	0	3	.

State NRC	University	City	1992/93 Total	1993/94 Total	Percentage Change
23470	LAFAYETTE COLLEGE	EASTON	100	115	15.0
23569	LANCASTER BIBLE COLLEGE	LANCASTER	4	10	150.0
23471	LANCASTER THEOLOGICAL SEM	LANCASTER	1	5	400.0
23474	LEBANON VALLEY COLLEGE	ANNVILLE	15	15	0.0
23475	LEHIGH COUNTY CC	SCHNECKSVILLE	25	26	4.0
23476	LEHIGH UNIVERSITY	BETHLEHEM	452	499	10.4
23477	LINCOLN UNIVERSITY	LINCOLN UNIVERSITY	38	43	13.2
23478	LOCK HAVEN UNIVERSITY	LOCK HAVEN	91	63	-30.8
23479	LUTH THEOL SEM GETTYSBURG	GETTYSBURG	6	8	33.3
23480	LUTH THEOL SEM PHILADELPHIA	PHILADELPHIA	11	14	27.3
23481	LUZERNE COUNTY CC	NANTICOKE	3	5	66.7
23482	LYCOMING COLLEGE	WILLIAMSPORT	22	23	4.5
23483	MANOR JR COLLEGE	JENKINTOWN	30	13	-56.7
23484	MANSFIELD UNIVERSITY	MANSFIELD	37	37	0.0
23486	MARYWOOD COLLEGE	SCRANTON	17	17	0.0
23487	MEDICAL COLLEGE OF PA, THE	PHILADELPHIA	17	14	-17.6
23488	MERCYHURST COLLEGE	ERIE	63	69	9.5
23489	MESSIAH COLLEGE	GRANTHAM	52	46	-11.5
23490	MILLERSVILLE UNIVERSITY	MILLERSVILLE	77	103	33.8
23491	MISERICORDIA, COLLEGE OF	DALLAS	6	6	0.0
23494	MORAVIAN COLLEGE	BETHLEHEM	19	16	-15.8
23495	MOUNT ALOYSIUS COLLEGE	CRESSON	15	19	26.7
23496	MUHLENBERG COLLEGE	ALLENTOWN	21	16	-23.8
23500	NEUMANN COLLEGE	ASTON	11	5	-54.5
23401	NEW CHURCH, ACAD OF THE	BRYN ATHYN	36	35	-2.8
23498	NORTHAMPTON CC	BETHLEHEM	45	43	-4.4
23499	NORTHEASTERN CHRISTIAN JC	VILLANOVA	5	.	.
23501	PEIRCE JR COLLEGE	PHILADELPHIA	34	40	17.6
23504	PA COLLEGE OF OPTOMETRY	PHILADELPHIA	16	14	-12.5
23564	PA COLLEGE OF TECHNOLOGY	WILLIAMSPORT	3	4	33.3
23585	PA INST OF TECHNOLOGY	MEDIA	5	2	-60.0
23510Y	PA STATE U COMMONWEALTH	UNIVERSITY PARK	76	86	13.2
23510	PA STATE U UNIVERSITY PARK CAM	UNIVERSITY PARK	2,037	2,089	2.6
23521	PENNSYLVANIA, UNIVERSITY OF	PHILADELPHIA	3,248	3,436	5.8
23523	PHILADELPHIA C OF THE BIBLE	LANGHORNE	43	65	51.2
23525	PHILADELPHIA C PHARMACY & SCI	PHILADELPHIA	42	35	-16.7
23526	PHILADELPHIA C TEXTILE & SCI	PHILADELPHIA	205	207	1.0
23527	PHILADELPHIA, CC OF	PHILADELPHIA	0	0	.
23572	PINEBROOK JR COLLEGE	COOPERSBURG	0	.	.
23530B	PITTSBURGH BRADFORD, U OF	BRADFORD	.	1	.
23530C	PITTSBURGH GREENSBURG, U OF	GREENSBURG	0	0	.
23530D	PITTSBURGH JOHNSTOWN, U OF	JOHNSTOWN	4	.	.
23530	PITTSBURGH MAIN CAMPUS, U OF	PITTSBURGH	1,517	1,605	5.8

State NRC	University	City	1992/93 Total	1993/94 Total	Percentage Change
23529	PITTSBURGH THEOL SEMINARY	PITTSBURGH	6	4	-33.3
23530E	PITTSBURGH TITUSVILLE, U OF	TITUSVILLE	.	2	.
23531	POINT PARK COLLEGE	PITTSBURGH	187	148	-20.9
23573	READING AREA CC	READING	11	11	0.0
23533	ROBERT MORRIS COLLEGE	CORAOPOLIS	34	39	14.7
23534	ROSEMONT COLLEGE	ROSEMONT	.	7	.
23541	SCRANTON, UNIVERSITY OF	SCRANTON	170	161	-5.3
23542	SETON HILL COLLEGE	GREENSBURG	19	17	-10.5
23543	SHIPPENSBURG U OF PA	SHIPPENSBURG	70	63	-10.0
23544	SLIPPERY ROCK UNIVERSITY	SLIPPERY ROCK	202	223	10.4
23535	ST CHARLES BORROMEO SEM	OVERBROOK	8	10	25.0
23538	ST FRANCIS COLLEGE	LORETTO	5	6	20.0
23539	ST JOSEPH'S UNIVERSITY	PHILADELPHIA	239	230	-3.8
23540	ST VINCENT COLLEGE	LATROBE	11	9	-18.2
23546	SUSQUEHANNA UNIVERSITY	SELINSGROVE	24	20	-16.7
23547	SWARTHMORE COLLEGE	SWARTHMORE	70	75	7.1
23548	TEMPLE UNIVERSITY	PHILADELPHIA	2,153	2,166	0.6
23550	THIEL COLLEGE	GREENVILLE	24	33	37.5
23551	THOMAS JEFFERSON UNIVERSITY	PHILADELPHIA	77	72	-6.5
23552	URSINUS COLLEGE	COLLEGEVILLE	16	22	37.5
23553	VALLEY FORGE MILITARY COLLEGE	WAYNE	20	17	-15.0
23555	VILLANOVA UNIVERSITY	VILLANOVA	246	327	32.9
23556	WASHINGTON & JEFFERSON C	WASHINGTON	10	9	-10.0
23557	WAYNESBURG COLLEGE	WAYNESBURG	6	5	-16.7
23558	WEST CHESTER UNIVERSITY	WEST CHESTER	269	192	-28.6
23559	WESTMINSTER COLLEGE	NEW WILMINGTON	1	1	0.0
23560	WESTMINSTER THEOL SEM	PHILADELPHIA	86	69	-19.8
23561	WESTMORELAND COUNTY CC	YOUNGWOOD	2	4	100.0
23562	WIDENER UNIVERSITY	CHESTER	187	180	-3.7
23563	WILKES UNIVERSITY	WILKES-BARRE	45	22	-51.1
23565	WILSON COLLEGE	CHAMBERSBURG	21	13	-38.1
23567	YORK COLLEGE OF PENNSYLVANIA	YORK	14	26	85.7
■	**STATE TOTAL**		**18,496**	**18,848**	
PUERTO RICO					
98447	AMERICAN UNIVERSITY OF PR	BAYAMON	.	4	.
98430B	ARECIBO TECH U COLLEGE	ARECIBO	0	0	.
98443	BAYAMON CENTRAL U	BAYAMON	8	13	62.5
98448	CARIBBEAN CTR ADV STUDIES	SAN JUAN	0	0	.
98444	CARIBBEAN UNIVERSITY	BAYAMON	3	2	-33.3
98446	CONSERVATORY OF MUSIC PR	SANTURCE	11	7	-36.4
98458	CTR ADVANCED STUDIES	SAN JUAN	0	0	.
98430I	HUMACAO U COLLEGE-UPR	HUMACAO	0	0	.
98451	INST COMERCIAL PR JR COLLEGE	HATO REY	1	.	.

State NRC	University	City	1992/93 Total	1993/94 Total	Percentage Change
98410C	INTER-AMER U BARRANQUITAS	BARRANQUITAS	4	3	-25.0
98410J	INTER-AMER U BAYAMON	BAYAMON	8	3	-62.5
98410H	INTER-AMER U FAJARDO	FAJARDO	0	1	.
98410I	INTER-AMER U GUAYAMA	GUAYAMA	0	0	.
98410E	INTER-AMER U METRO CAMPUS	HATO REY	.	168	.
98410F	INTER-AMER U PONCE	MERCEDITA	.	1	.
98410	INTER-AMER U SAN GERMAN	SAN GERMAN	73	63	-13.7
98410L	INTER-AMER U SCH OF LAW	SANTURCE	0	1	.
98456	POLYTECHNIC U OF PR	HATO REY	21	58	176.2
98420	PONTIFICAL CATHOLIC U OF	PONCE	24	17	-29.2
98430H	PR AGUADILLA REG C, U OF	RAMEY	1	2	100.0
98430G	PR BAYAMON TECH U C, U OF	BAYAMON	.	4	.
98430D	PR CAROLINA REG C, U OF	CAROLINA	0	0	.
98430C	PR CAYEY U COLLEGE, U OF	CAYEY	0	0	.
98430J	PR LA MONTANA REG C, U OF	UTUADO	0	0	.
98430E	PR MAYAGUEZ, U OF	MAYAGUEZ	545	214	-60.7
98430F	PR PONCE TECH U, U OF	PONCE	3	4	33.3
98430	PR RIO PIEDRAS, U OF	RIO PIEDRAS	61	60	-1.6
98430A	PR SAN JUAN MED SCI, U OF	SAN JUAN	11	13	18.2
98440	SACRED HEART, U OF	SANTURCE	40	32	-20.0
98441	U ADVENTISTA LAS ANTILLAS	MAYAGUEZ	68	69	1.5
98449	UERSIDAD DEL TURABO	GURABO	74	92	24.3
98459	UERSIDAD METROPOLITANA	RIO PIEDRAS	3	2	-33.3
	■ STATE TOTAL		**959**	**833**	
RHODE ISLAND					
15401	BROWN UNIVERSITY	PROVIDENCE	1,080	1,175	8.8
15402	BRYANT COLLEGE	SMITHFIELD	58	108	86.2
15412	NEW ENGLAND INST TECH	WARWICK	11	8	-27.3
15405	PROVIDENCE COLLEGE	PROVIDENCE	39	30	-23.1
15406	RHODE ISLAND COLLEGE	PROVIDENCE	71	57	-19.7
15408	RHODE ISLAND SCH DESIGN	PROVIDENCE	227	259	14.1
15409	RHODE ISLAND, UNIVERSITY OF	KINGSTON	500	449	-10.2
15407	RHODE ISLAND, CC OF	WARWICK	35	24	-31.4
15410	ROGER WILLIAMS UNIVERSITY	BRISTOL	141	135	-4.3
15411	SALVE REGINA UNIVERSITY	NEWPORT	29	30	3.4
	■ STATE TOTAL		**2,191**	**2,275**	
SOUTH CAROLINA					
57466	AIKEN TECH COLLEGE	AIKEN	3	40	1233.3
57401	ANDERSON COLLEGE	ANDERSON	42	44	4.8
57403	BENEDICT COLLEGE	COLUMBIA	52	36	-30.8
57460	CENTRAL CAROLINA TECH	SUMTER	3	1	-66.7
57405	CENTRAL WESLEYAN COLLEGE	CENTRAL	.	14	.

State NRC	University	City	1992/93 Total	1993/94 Total	Percentage Change
57402	CHARLESTON SOUTHERN U	CHARLESTON	26	31	19.2
57406	CHARLESTON, COLLEGE OF	CHARLESTON	134	183	36.6
57463	CHESTERFIELD-MARLBORO TECH	CHERAW	1	2	100.0
57407	CITADEL, THE	CHARLESTON	41	41	0.0
57408	CLAFLIN COLLEGE	ORANGEBURG	19	23	21.1
57409	CLEMSON UNIVERSITY	CLEMSON	828	862	4.1
57440D	COASTAL CAROLINA UNIVERSITY	MYRTLE BEACH	51	71	39.2
57410	COKER COLLEGE	HARTSVILLE	10	16	60.0
57411	COLUMBIA BIBLE COLLEGE & SEM	COLUMBIA	67	71	6.0
57412	COLUMBIA COLLEGE	COLUMBIA	4	.	.
57413	CONVERSE COLLEGE	SPARTANBURG	11	8	-27.3
57469	DENMARK TECH COLLEGE	DENMARK	0	1	.
57414	ERSKINE COLLEGE	DUE WEST	14	11	-21.4
57458	FLORENCE DARLINGTON TECH	FLORENCE	0	.	.
57415	FRANCIS MARION UNIVERSITY	FLORENCE	23	35	52.2
57417	FURMAN UNIVERSITY	GREENVILLE	26	28	7.7
57418	GREENVILLE TECHNICAL COLLEGE	GREENVILLE	10	13	30.0
57465	HORRY-GEORGETOWN TECH COL	CONWAY	.	0	.
57420	LANDER UNIVERSITY	GREENWOOD	30	34	13.3
57421	LIMESTONE COLLEGE	GAFFNEY	6	6	0.0
57422	LUTHERAN THEOL STHN SEM	COLUMBIA	2	1	-50.0
57423	MEDICAL UNIVERSITY OF SC	CHARLESTON	98	92	-6.1
57455	MIDLANDS TECH COLLEGE	COLUMBIA	44	47	6.8
57425	NEWBERRY COLLEGE	NEWBERRY	12	14	16.7
57426	NORTH GREENVILLE COLLEGE	TIGERVILLE	3	3	0.0
57464	ORANGEBURG CALHOUN TECH C	ORANGEBURG	3	2	-33.3
57428	PIEDMONT TECHNICAL COLLEGE	GREENWOOD	1	5	400.0
57429	PRESBYTERIAN COLLEGE	CLINTON	6	5	-16.7
57440A	SC AIKEN, UNIVERSITY OF	AIKEN	.	10	.
57440E	SC LANCASTER, U OF	LANCASTER	2	.	.
57440F	SC SPARTANBURG, U OF	SPARTANBURG	31	31	0.0
57440H	SC SUMTER, UNIVERSITY OF	SUMTER	31	27	-12.9
57440	SC COLUMBIA CAMPUS, U OF	COLUMBIA	1,132	1,151	1.7
57440B	SC SALKEHATCHIE, UNIVERSITY OF	ALLENDALE	0	0	.
57430	SC STATE COLLEGE	ORANGEBURG	.	13	.
57467	SHERMAN COLLEGE CHIROPRACTIC	SPARTANBURG	4	5	25.0
57450	SPARTANBURG METHODIST C	SPARTANBURG	32	26	-18.8
57459	SPARTANBURG TECH COLLEGE	SPARTANBURG	1	1	0.0
57456	TECH COLLEGE OF LOWCOUNTRY	BEAUFORT	.	15	.
57454	TRI-COUNTY TECHNICAL COLLEGE	PENDLETON	26	34	30.8
57451	VOORHEES COLLEGE	DENMARK	.	2	.
57472	WILLIAMSBURG TECH COLLEGE	KINGSTREE	.	0	.
57452	WINTHROP UNIVERSITY	ROCK HILL	140	165	17.9

State NRC	University	City	1992/93 Total	1993/94 Total	Percentage Change
57453	WOFFORD COLLEGE	SPARTANBURG	5	8	60.0
	STATE TOTAL		**2,974**	**3,228**	
SOUTH DAKOTA					
45400	AUGUSTANA COLLEGE	SIOUX FALLS	69	53	-23.2
45401	BLACK HILLS STATE UNIVERSITY	SPEARFISH	10	13	30.0
45402	DAKOTA STATE UNIVERSITY	MADISON	27	22	-18.5
45403	DAKOTA WESLEYAN UNIVERSITY	MITCHELL	3	5	66.7
45405	HURON UNIVERSITY	HURON	59	92	55.9
45418	KILIAN CC	SIOUX FALLS	6	0	-100.0
45406	MOUNT MARTY COLLEGE	YANKTON	9	9	0.0
45415	NATIONAL COLLEGE	RAPID CITY	46	88	91.3
45407	NORTH AMERICAN BAPT SEM	SIOUX FALLS	9	11	22.2
45408	NORTHERN STATE UNIVERSITY	ABERDEEN	7	29	314.3
45409	PRESENTATION COLLEGE	ABERDEEN	4	3	-25.0
45413	SD MAIN CAMPUS, UNIVERSITY OF	VERMILLION	170	225	32.4
45411	SD SCH MINES & TECHNOLOGY	RAPID CITY	261	255	-2.3
45412	SD STATE UNIVERSITY	BROOKINGS	272	261	-4.0
45416	SINTE GLESKA UNIVERSITY	ROSEBUD	.	0	.
	STATE TOTAL		**952**	**1,066**	
TENNESSEE					
62400	AQUINAS JR COLLEGE	NASHVILLE	1	1	0.0
62401	AUSTIN PEAY STATE UNIVERSITY	CLARKSVILLE	28	27	-3.6
62402	BELMONT UNIVERSITY	NASHVILLE	109	102	-6.4
62403	BETHEL COLLEGE	MCKENZIE	4	5	25.0
62404	BRYAN COLLEGE	DAYTON	11	14	27.3
62405	CARSON-NEWMAN COLLEGE	JEFFERSON CITY	6	16	166.7
62479	CHATTANOOGA STATE TECH CC	CHATTANOOGA	8	8	0.0
62406	CHRISTIAN BROTHERS UNIVERSITY	MEMPHIS	49	62	26.5
62407	CLEVELAND STATE CC	CLEVELAND	1	2	100.0
62408	COLUMBIA STATE CC	COLUMBIA	6	4	-33.3
62410	CUMBERLAND UNIVERSITY	LEBANON	.	11	.
62411	DAVID LIPSCOMB UNIVERSITY	NASHVILLE	28	31	10.7
62412	DYERSBURG STATE CC	DYERSBURG	4	3	-25.0
62413	EAST TENN STATE UNIVERSITY	JOHNSON CITY	117	127	8.5
62414	FISK UNIVERSITY	NASHVILLE	.	9	.
62416	FREED-HARDEMAN UNIVERSITY	HENDERSON	34	47	38.2
62418	HARDING GRAD SCH RELIGION	MEMPHIS	8	8	0.0
62419	HIWASSEE COLLEGE	MADISONVILLE	43	46	7.0
62420	JACKSON STATE CC	JACKSON	1	2	100.0
62421	JOHNSON BIBLE COLLEGE	KNOXVILLE	.	12	.
62422	KING COLLEGE	BRISTOL	29	23	-20.7
62424	LAMBUTH UNIVERSITY	JACKSON	49	56	14.3

State NRC	University	City	1992/93 Total	1993/94 Total	Percentage Change
62425	LANE COLLEGE	JACKSON	1	1	0.0
62427	LE MOYNE-OWEN COLLEGE	MEMPHIS	.	10	.
62426	LEE COLLEGE	CLEVELAND	49	61	24.5
62428	LINCOLN MEMORIAL UNIVERSITY	HARROGATE	121	81	-33.1
62429	MARTIN METHODIST COLLEGE	PULASKI	30	.	.
62430	MARYVILLE COLLEGE	MARYVILLE	107	56	-47.7
62431	MEHARRY MEDICAL COLLEGE	NASHVILLE	27	27	0.0
62432	MEMPHIS COLLEGE OF ART	MEMPHIS	14	18	28.6
62433	MEMPHIS STATE UNIVERSITY	MEMPHIS	517	545	5.4
62494	MID-AMERICA BAPTIST SEM	MEMPHIS	11	12	9.1
62434	MIDDLE TN STATE UNIVERSITY	MURFREESBORO	185	200	8.1
62436	MILLIGAN COLLEGE	MILLIGAN COLLEGE	8	12	50.0
62498	MOTLOW STATE CC	TULLAHOMA	2	6	200.0
62439	NASHVILLE STATE TECH INST	NASHVILLE	23	30	30.4
62486	PELLISSIPPI STATE TECH CC	KNOXVILLE	51	64	25.5
62446	RHODES COLLEGE	MEMPHIS	16	32	100.0
62478	ROANE STATE CC	HARRIMAN	3	6	100.0
62443	SOUTH, UNIVERSITY OF THE	SEWANEE	25	30	20.0
62447	STATE TECH INST MEMPHIS	MEMPHIS	13	17	30.8
62444	STHN COLLEGE OF OPTOMETRY	MEMPHIS	3	5	66.7
62445	STHN COLLEGE OF S D A	COLLEGEDALE	89	91	2.2
62460B	TN CHATTANOOGA, U OF	CHATTANOOGA	161	164	1.9
62460	TN KNOXVILLE, U OF	KNOXVILLE	903	943	4.4
62460C	TN MARTIN, UNIVERSITY OF	MARTIN	315	360	14.3
62460A	TN MEMPHIS, UNIVERSITY OF	MEMPHIS	86	95	10.5
62460E	TN SPACE INST, UNIVERSITY OF	TULLAHOMA	24	24	0.0
62448	TN STATE UNIVERSITY	NASHVILLE	186	164	-11.8
62449	TN TECHNOLOGICAL U	COOKEVILLE	274	238	-13.1
62470	TN WESLEYAN COLLEGE	ATHENS	26	35	34.6
62487	TOMLINSON COLLEGE	CLEVELAND	0	.	.
62471	TREVECCA NAZARENE COLLEGE	NASHVILLE	14	13	-7.1
62472	TUSCULUM COLLEGE	GREENEVILLE	10	9	-10.0
62473	UNION UNIVERSITY	JACKSON	14	20	42.9
62474	VANDERBILT UNIVERSITY	NASHVILLE	650	740	13.8
62475	VOLUNTEER STATE CC	GALLATIN	0	0	.
62476	WALTERS STATE CC	MORRISTOWN	7	4	-42.9
■	**STATE TOTAL**		**4,501**	**4,729**	
TEXAS					
74400	ABILENE CHRISTIAN UNIVERSITY	ABILENE	180	212	17.8
74401	ALVIN CC	ALVIN	28	13	-53.6
74402	AMARILLO COLLEGE	AMARILLO	16	11	-31.3
74553	AMBER UNIVERSITY	GARLAND	0	0	.
74536	ANGELINA COLLEGE	LUFKIN	0	0	.

State NRC	University	City	1992/93 Total	1993/94 Total	Percentage Change
74404	ANGELO STATE UNIVERSITY	SAN ANGELO	96	81	-15.6
74558	ART INST OF DALLAS, THE	DALLAS	21	21	0.0
74535	AUSTIN CC	AUSTIN	340	383	12.6
74406	AUSTIN COLLEGE	SHERMAN	16	28	75.0
74407	AUSTIN PRESB THEOL SEM	AUSTIN	.	6	.
74557	BAPT MISSIONARY THEOL SEM	JACKSONVILLE	5	6	20.0
74554	BAUDER FASHION COLLEGE	ARLINGTON	15	9	-40.0
74542	BAYLOR COLLEGE OF DENTISTRY	DALLAS	11	7	-36.4
74408	BAYLOR COLLEGE OF MEDICINE	HOUSTON	111	113	1.8
74409	BAYLOR UNIVERSITY	WACO	289	299	3.5
74410	BEE COUNTY COLLEGE	BEEVILLE	8	10	25.0
74413	BLINN COLLEGE	BRENHAM	160	171	6.9
74414	BRAZOSPORT COLLEGE	LAKE JACKSON	10	16	60.0
74424G	BROOKHAVEN COLLEGE	FARMERS BRANCH	150	160	6.7
74416	CENTRAL TEXAS COLLEGE	KILLEEN	139	136	-2.2
74550	CENTRAL TEXAS, UNIVERSITY OF	KILLEEN	29	20	-31.0
74419	CLARENDON COLLEGE	CLARENDON	4	.	.
74422	COLLIN COUNTY CC DIST	MCKINNEY	367	440	19.9
74420	CONCORDIA LUTHERAN COLLEGE	AUSTIN	8	12	50.0
74421	COOKE COUNTY COLLEGE	GAINESVILLE	91	90	-1.1
74502B	CORPUS CHRISTI STATE U	CORPUS CHRISTI	16	16	0.0
74423	DALLAS BAPTIST UNIVERSITY	DALLAS	181	172	-5.0
74425	DALLAS THEOLOGICAL SEM	DALLAS	126	116	-7.9
74426	DALLAS, UNIVERSITY OF	IRVING	369	400	8.4
74427	DEL MAR COLLEGE	CORPUS CHRISTI	64	79	23.4
74545	DEVRY INST OF TECHNOLOGY	IRVING	32	43	34.4
74555	EAST TEXAS STATE U TEXARKANA	TEXARKANA	1	0	-100.0
74429	EAST TEXAS BAPTIST UNIVERSITY	MARSHALL	68	43	-36.8
74430	EAST TEXAS STATE UNIVERSITY	COMMERCE	170	177	4.1
74424A	EASTFIELD COLLEGE	MESQUITE	11	9	-18.2
74424B	EL CENTRO COLLEGE	DALLAS	312	108	-65.4
74530	EL PASO CC	EL PASO	174	158	-9.2
74431	EPISCOPAL THEOL SEM STHWST	AUSTIN	4	1	-75.0
74433	FRANK PHILLIPS COLLEGE	BORGER	19	18	-5.3
74434	GALVESTON COLLEGE	GALVESTON	35	23	-34.3
74435	GRAYSON COUNTY COLLEGE	DENISON	4	9	125.0
74436	HARDIN-SIMMONS UNIVERSITY	ABILENE	13	12	-7.7
74438	HILL COLLEGE	HILLSBORO	.	32	.
74439	HOUSTON BAPTIST UNIVERSITY	HOUSTON	28	28	0.0
74546	HOUSTON CC	HOUSTON	802	505	-37
74441B	HOUSTON DOWNTOWN, U OF	HOUSTON	247	247	0.0
74441C	HOUSTON VICTORIA, U OF	VICTORIA	.	5	.
74441	HOUSTON, UNIVERSITY OF	HOUSTON	2,585	2,599	0.5

State NRC	University	City	1992/93 Total	1993/94 Total	Percentage Change
74441A	HOUSTON-CLEAR LAKE, U OF	HOUSTON	253	275	8.7
74442	HOWARD CO JC DISTRICT	BIG SPRING	15	14	-6.7
74443	HOWARD PAYNE UNIVERSITY	BROWNWOOD	.	8	.
74444	HUSTON-TILLOTSON COLLEGE	AUSTIN	50	73	46.0
74445	INCARNATE WORD COLLEGE	SAN ANTONIO	76	77	1.3
74446	JACKSONVILLE COLLEGE	JACKSONVILLE	15	13	-13.3
74447	JARVIS CHRISTIAN COLLEGE	HAWKINS	0	0	.
74448	KILGORE COLLEGE	KILGORE	17	38	123.5
74449	LAMAR UNIVERSITY BEAUMONT	BEAUMONT	468	369	-21.2
74449A	LAMAR UNIVERSITY ORANGE	ORANGE	.	0	.
74450	LAREDO JR COLLEGE	LAREDO	93	38	-59.1
74502A	LAREDO STATE UNIVERSITY	LAREDO	124	117	-5.6
74451	LEE COLLEGE	BAYTOWN	14	18	28.6
74452	LETOURNEAU UNIVERSITY	LONGVIEW	53	49	-7.5
74454	LON MORRIS COLLEGE	JACKSONVILLE	62	38	-38.7
74455	LUBBOCK CHRISTIAN UNIVERSITY	LUBBOCK	27	26	-3.7
74457	MAINLAND, COLLEGE OF THE	TEXAS CITY	4	.	.
74459	MARY HARDIN-BAYLOR, U OF	BELTON	80	68	-15.0
74460	MCLENNAN CC	WACO	27	27	0.0
74461	MCMURRY UNIVERSITY	ABILENE	6	4	-33.3
74534	MIDLAND COLLEGE	MIDLAND	31	19	-38.7
74462	MIDWESTERN STATE UNIVERSITY	WICHITA FALLS	55	87	58.2
74424C	MOUNTAIN VIEW COLLEGE	DALLAS	14	29	107.1
74463	NAVARRO COLLEGE	CORSICANA	150	204	36.0
74548	NORTH HARRIS COUNTY COLLEGE	HOUSTON	119	128	7.6
74424F	NORTH LAKE COLLEGE	IRVING	24	26	8.3
74464	NORTH TEXAS, UNIVERSITY OF	DENTON	1,218	1,179	-3.2
74552	NORTHWOOD UNIVERSITY	CEDAR HILL	33	33	0.0
74465	OBLATE SCH OF THEOLOGY	SAN ANTONIO	7	23	228.6
74466	ODESSA COLLEGE	ODESSA	8	11	37.5
74467	OUR LADY OF LAKE UNIVERSITY	SAN ANTONIO	60	39	-35.0
74560	PALO ALTO COLLEGE	SAN ANTONIO	7	.	.
74469	PANOLA COLLEGE	CARTHAGE	6	6	0.0
74470	PARIS JR COLLEGE	PARIS	24	24	0.0
74471	PAUL QUINN COLLEGE	DALLAS	0	.	.
74503A	PRAIRIE VIEW A&M UNIVERSITY	PRAIRIE VIEW	326	328	0.6
74472	RANGER JR COLLEGE	RANGER	7	15	114.3
74473	RICE UNIVERSITY	HOUSTON	467	465	-0.4
74424D	RICHLAND COLLEGE	DALLAS	190	182	-4.2
74478	SAM HOUSTON STATE UNIVERSITY	HUNTSVILLE	300	190	-36.7
74479B	SAN ANTONIO COLLEGE	SAN ANTONIO	221	255	15.4
74480	SAN JACINTO COLLEGE CENTRAL	PASADENA	336	336	0.0
74480A	SAN JACINTO COLLEGE NORTH	HOUSTON	35	34	-2.9

State NRC	University	City	1992/93 Total	1993/94 Total	Percentage Change
74481	SCHREINER COLLEGE	KERRVILLE	48	46	-4.2
74483	SOUTH PLAINS COLLEGE	LEVELLAND	25	25	0.0
74487	SOUTHERN METHODIST U	DALLAS	438	407	-7.1
74442A	SOUTHWEST COLLEGE INST DEAF	BIG SPRING	2	2	0.0
74491	SOUTHWEST TEXAS JR COLLEGE	UVALDE	53	56	5.7
74492	SOUTHWEST TEXAS STATE U	SAN MARCOS	196	206	5.1
74495	STHWESTERN ADVENTIST C	KEENE	54	71	31.5
74493	STHWESTERN ASSEMBLY GOD C	WAXAHACHIE	10	9	-10.0
74494	STHWESTERN BAPTIST SEM	FORT WORTH	134	142	6.0
74541	STHWESTERN CHRISTIAN C	TERRELL	28	21	-25.0
74496	SOUTHWESTERN UNIVERSITY	GEORGETOWN	30	28	-6.7
74475	ST EDWARD'S UNIVERSITY	AUSTIN	151	150	-0.7
74476	ST MARY'S UNIVERSITY	SAN ANTONIO	135	154	14.1
74479A	ST PHILLIP'S COLLEGE	SAN ANTONIO	9	6	-33.3
74477	ST THOMAS, UNIVERSITY OF	HOUSTON	138	165	19.6
74497	STEPHEN F AUSTIN STATE U	NACOGDOCHES	39	42	7.7
74498	SUL ROSS STATE UNIVERSITY	ALPINE	47	41	-12.8
74503B	TARLETON STATE UNIVERSITY	STEPHENVILLE	54	20	-63.0
74499A	TARRANT COUNTY JR COLLEGE	FORT WORTH	24	25	4.2
74500	TEMPLE JR COLLEGE	TEMPLE	3	3	0.0
74503C	TX A&M U GALVESTON	GALVESTON	12	11	-8.3
74503	TX A&M U MAIN CAMPUS	COLLEGE STATION	2,956	2,793	-5.5
74502	TX A&M U KINGSVILLE	KINGSVILLE	300	299	-0.3
74510A	TX ARLINGTON, U OF	ARLINGTON	1,388	1,399	0.8
74510	TX AUSTIN, UNIVERSITY OF	AUSTIN	4,152	4,024	-3.1
74508	TX BROWNSVILLE, U OF	BROWNSVILLE	117	154	31.6
74540	TX CHIROPRACTIC COLLEGE	PASADENA	15	15	0.0
74504	TX CHRISTIAN UNIVERSITY	FORT WORTH	271	273	0.7
74505	TEXAS COLLEGE	TYLER	13	13	0.0
74510B	TX DALLAS, UNIVERSITY OF	RICHARDSON	467	472	1.1
74510C	TX EL PASO, UNIVERSITY OF	EL PASO	1,354	1,443	6.6
74510E	TX HLTH SCI CTR HOUSTON, U OF	HOUSTON	235	244	3.8
74510I	TX HLTH SCI SAN ANTONIO, U OF	SAN ANTONIO	79	85	7.6
74506	TX LUTHERAN COLLEGE	SEGUIN	50	70	40.0
74510D	TX MED BR GALVESTON, U OF	GALVESTON	92	102	10.9
74510G	TX PERMIAN BASIN, U OF	ODESSA	6	2	-66.7
74510H	TX SAN ANTONIO, U OF	SAN ANTONIO	281	296	5.3
74507	TX SOUTHERN UNIVERSITY	HOUSTON	345	344	-0.3
74538A	TX STATE TECH AMARILLO	AMARILLO	0	1	.
74538B	TX STATE TECH HARLINGEN	HARLINGEN	6	8	33.3
74538C	TX STATE TECH SWEETWATER	SWEETWATER	1	2	100.0
74538	TX STATE TECH WACO	WACO	20	20	0.0
74510K	TX STHWSTN MED CTR, U OF	DALLAS	100	124	24.0

State NRC	University	City	1992/93 Total	1993/94 Total	Percentage Change
74509	TX TECH UNIVERSITY	LUBBOCK	929	865	-6.9
74537	TX TYLER, UNIVERSITY OF	TYLER	62	79	27.4
74520	TX WESLEYAN UNIVERSITY	FORT WORTH	42	.	.
74521	TX WOMAN'S UNIVERSITY	DENTON	364	430	18.1
74468	TX-PAN AMERICAN, U OF	EDINBURG	157	179	14.0
74501	TEXARKANA COLLEGE	TEXARKANA	0	1	.
74522	TRINITY UNIVERSITY	SAN ANTONIO	35	35	0.0
74437	TRINITY VALLEY CC	ATHENS	34	36	5.9
74523	TYLER JR COLLEGE	TYLER	61	26	-57.4
74524	VICTORIA COLLEGE	VICTORIA	10	7	-30.0
74525	WAYLAND BAPTIST UNIVERSITY	PLAINVIEW	13	9	-30.8
74526	WEATHERFORD COLLEGE	WEATHERFORD	8	23	187.5
74527	WEST TEXAS STATE UNIVERSITY	CANYON	151	175	15.9
74532	WESTERN TEXAS COLLEGE	SNYDER	13	13	0.0
74528	WHARTON COUNTY JR COLLEGE	WHARTON	20	18	-10.0
74529	WILEY COLLEGE	MARSHALL	10	.	.
	STATE TOTAL		**28,164**	**27,618**	
UTAH					
87400	BRIGHAM YOUNG UNIVERSITY	PROVO	1,396	1,922	37.7
87410B	DIXIE COLLEGE	ST. GEORGE	37	26	-29.7
87410C	EASTERN UTAH, COLLEGE OF	PRICE	25	25	0.0
87401	LATTER-DAY SAINTS BUSINESS C	SALT LAKE CITY	142	134	-5.6
87410H	SALT LAKE CC	SALT LAKE CITY	182	264	45.1
87410D	SNOW COLLEGE	EPHRAIM	221	158	-28.5
87410E	SOUTHERN UTAH UNIVERSITY	CEDAR CITY	31	36	16.1
87410F	UTAH STATE UNIVERSITY	LOGAN	1,184	1,201	1.4
87410G	UTAH VALLEY STATE UNIVERSITY	OREM	273	296	8.4
87410	UTAH, UNIVERSITY OF	SALT LAKE CITY	1,571	1,273	-19.0
87410I	WEBER STATE UNIVERSITY	OGDEN	311	332	6.8
87420	WESTMINSTER COLLEGE	SALT LAKE CITY	39	41	5.1
	STATE TOTAL		**5,412**	**5,708**	
VERMONT					
13401	BENNINGTON COLLEGE	BENNINGTON	40	39	-2.5
13422	BURLINGTON COLLEGE	BURLINGTON	0	1	.
13402	CASTLETON STATE COLLEGE	CASTLETON	.	6	.
13403	CHAMPLAIN COLLEGE	BURLINGTON	17	29	70.6
13404	GODDARD COLLEGE	PLAINFIELD	14	16	14.3
13405	GREEN MOUNTAIN COLLEGE	POULTNEY	20	21	5.0
13417	INTL TRAINING, SCH FOR	BRATTLEBORO	106	141	33.0
13406	JOHNSON STATE COLLEGE	JOHNSON	13	16	23.1
13407	LYNDON STATE COLLEGE	LYNDONVILLE	6	11	83.3
13408	MARLBORO COLLEGE	MARLBORO	8	10	25.0

State NRC	University	City	1992/93 Total	1993/94 Total	Percentage Change
13409	MIDDLEBURY COLLEGE	MIDDLEBURY	185	172	-7.0
13410	NORWICH UNIVERSITY	NORTHFIELD	58	42	-27.6
13419	SOUTHERN VERMONT COLLEGE	BENNINGTON	3	2	-33.3
13411	ST JOSEPH IN VT, COLLEGE OF	RUTLAND	10	3	-70.0
13412	ST MICHAEL'S COLLEGE	COLCHESTER	183	152	-16.9
13423	STERLING COLLEGE	CRAFTSBURY COMMON	2	3	50.0
13413	TRINITY COLLEGE	BURLINGTON	3	7	133.3
13418	VERMONT LAW SCHOOL	SOUTH ROYALTON	2	5	150.0
13414	VERMONT TECHNICAL COLLEGE	RANDOLPH CENTER	13	14	7.7
13421	VERMONT, CC OF	WATERBURY	5	4	-20.0
13415	VERMONT, UNIVERSITY OF	BURLINGTON	234	229	-2.1
	■ STATE TOTAL		**922**	**923**	
VIRGIN ISLANDS					
96400	VIRGIN ISLANDS, UNIVERSITY OF	CHARLOTTE AMALIE	211	187	-11.4
	■ STATE TOTAL		**211**	**187**	
VIRGINIA					
54401	AVERETT COLLEGE	DANVILLE	56	48	-14.3
54402	BLUEFIELD COLLEGE	BLUEFIELD	8	10	25.0
54403	BRIDGEWATER COLLEGE	BRIDGEWATER	16	18	12.5
54450B	CENTRAL VIRGINIA CC	LYNCHBURG	. .	0	.
54468	CHRISTENDOM COLLEGE	FRONT ROYAL	.	3	.
54462A	CHRISTOPHER NEWPORT U	NEWPORT NEWS	24	18	-25.0
54450C	DABNEY LANCASTER CC	CLIFTON FORGE	0	.	.
54450E	EASTERN SHORE CC	MELFA	0	0	.
54464	EASTERN VA MEDICAL SCH	NORFOLK	0	2	.
54405	EMORY & HENRY COLLEGE	EMORY	4	0	-100.0
54404	ESTN MENNONITE COLLEGE & SEM	HARRISONBURG	37	50	35.1
54406	FERRUM COLLEGE	FERRUM	12	14	16.7
54407	GEORGE MASON UNIVERSITY	FAIRFAX	821	776	-5.5
54408	HAMPDEN-SYDNEY COLLEGE	HAMPDEN-SYDNEY	4	6	50.0
54409	HAMPTON UNIVERSITY	HAMPTON	118	125	5.9
54410	HOLLINS COLLEGE	ROANOKE	18	24	33.3
54450X	J SARGEANT REYNOLDS CC	RICHMOND	19	22	15.8
54415	JAMES MADISON UNIVERSITY	HARRISONBURG	104	112	7.7
54450G	JOHN TYLER CC	CHESTER	8	3	-62.5
54466	LIBERTY UNIVERSITY	LYNCHBURG	196	228	16.3
54413	LONGWOOD COLLEGE	FARMVILLE	30	28	-6.7
54414	LYNCHBURG COLLEGE	LYNCHBURG	62	46	-25.8
54416	MARY BALDWIN COLLEGE	STAUNTON	30	31	3.3
54417	MARY WASHINGTON COLLEGE	FREDERICKSBURG	29	39	34.5
54418	MARYMOUNT UNIVERSITY	ARLINGTON	253	274	8.3
544501	MOUNTAIN EMPIRE CC	BIG STONE GAP	1	0	-100.0

State NRC	University	City	1992/93 Total	1993/94 Total	Percentage Change
54450J	NEW RIVER CC	DUBLIN	11	16	45.5
54422	NORFOLK STATE UNIVERSITY	NORFOLK	89	85	-4.5
54450K	NORTHERN VIRGINIA CC	ANNANDALE	.	2,093	.
54423	OLD DOMINION UNIVERSITY	NORFOLK	724	676	-6.6
54450L	PATRICK HENRY CC	MARTINSVILLE	1	1	0.0
54450M	PAUL D CAMP CC	FRANKLIN	0	0	.
54450N	PIEDMONT VIRGINIA CC	CHARLOTTESVILLE	19	33	73.7
54424	PRESBY SCH CHRISTIAN ED	RICHMOND	11	10	-9.1
54426	RADFORD UNIVERSITY	RADFORD	242	251	3.7
54427	RANDOLPH-MACON COLLEGE	ASHLAND	20	20	0.0
54428	RANDOLPH-MACON WOMAN'S C	LYNCHBURG	41	45	9.8
54450O	RAPPAHANNOCK CC	GLENNS	0	1	.
54467	REGENT UNIVERSITY	VIRGINIA BEACH	77	69	-10.4
54429	RICHMOND, UNIVERSITY OF	RICHMOND	43	54	25.6
54430	ROANOKE COLLEGE	SALEM	11	10	-9.1
54432	SHENANDOAH UNIVERSITY	WINCHESTER	89	117	31.5
54450P	SOUTHSIDE VIRGINIA CC	ALBERTA	0	1	.
54450Q	SOUTHWEST VIRGINIA CC	RICHLANDS	0	.	.
54431	ST PAUL'S COLLEGE	LAWRENCEVILLE	11	15	36.4
54433	STHN VA COLLEGE FOR WOMEN	BUENA VISTA	7	8	14.3
54436	SWEET BRIAR COLLEGE	SWEET BRIAR	19	16	-15.8
54450R	THOMAS NELSON CC	HAMPTON	9	.	.
54450S	TIDEWATER CC	PORTSMOUTH	58	68	17.2
54437	UNION THEOL SEM IN VIRGINIA	RICHMOND	21	23	9.5
54446B	VIRGINIA CLINCH VLY C, U OF	WISE	4	2	-50.0
54439	VIRGINIA COMMONWLTH U OF	RICHMOND	417	456	9.4
54450T	VIRGINIA HIGHLANDS CC	ABINGDON	6	8	33.3
54441	VIRGINIA INTERMONT COLLEGE	BRISTOL	14	14	0.0
54446	VIRGINIA MAIN CAMPUS, U OF	CHARLOTTESVILLE	646	684	5.9
54442	VIRGINIA MILITARY INST	LEXINGTON	29	31	6.9
54443	VIRGINIA POLY INST & ST U	BLACKSBURG	1,530	1,422	-7.1
54444	VIRGINIA STATE UNIVERSITY	PETERSBURG	32	21	-34.4
54445	VIRGINIA UNION UNIVERSITY	RICHMOND	10	10	0.0
54460	VIRGINIA WESLEYAN COLLEGE	NORFOLK	6	12	100.0
54450U	VIRGINIA WESTERN CC	ROANOKE	1	4	300.0
54461	WASHINGTON & LEE UNIVERSITY	LEXINGTON	24	24	0.0
54462	WILLIAM & MARY, COLLEGE OF	WILLIAMSBURG	270	131	-51.5
■	**STATE TOTAL**		**6,342**	**8,308**	
WASHINGTON					
91400	BELLEVUE CC	BELLEVUE	141	298	111.3
91401	BIG BEND CC	MOSES LAKE	74	81	9.5
91402	CENTRAL WASHINGTON U	ELLENSBURG	154	171	11.0
91403	CENTRALIA COLLEGE	CENTRALIA	.	15	.

State NRC	University	City	1992/93 Total	1993/94 Total	Percentage Change
91449	CITY UNIVERSITY	BELLEVUE	218	272	24.8
91404	CLARK COLLEGE	VANCOUVER	82	83	1.2
91405	COLUMBIA BASIN CC	PASCO	14	11	-21.4
91445	CORNISH COLLEGE OF THE ARTS	SEATTLE	19	25	31.6
91406	EASTERN WASHINGTON U	CHENEY	630	590	-6.3
91407	EDMONDS CC	LYNNWOOD	1,006	976	-3.0
91408	EVERETT CC	EVERETT	49	66	34.7
91440	EVERGREEN STATE COLLEGE	OLYMPIA	34	28	-17.6
91411	GONZAGA UNIVERSITY	SPOKANE	307	297	-3.3
91412	GRAYS HARBOR COLLEGE	ABERDEEN	.	4	.
91413	GREEN RIVER CC	AUBURN	187	216	15.5
91450	GRIFFIN COLLEGE	SEATTLE	44	44	0.0
91410	HERITAGE COLLEGE	TOPPENISH	5	3	-40.0
91414	HIGHLINE CC	DES MOINES	109	103	-5.5
91415	LOWER COLUMBIA COLLEGE	LONGVIEW	10	10	0.0
91422B	NORTH SEATTLE CC	SEATTLE	248	218	-12.1
91416	NORTHWEST COLLEGE	KIRKLAND	26	18	-30.8
91417	OLYMPIC COLLEGE	BREMERTON	30	6	-80.0
91418	PACIFIC LUTHERAN UNIVERSITY	TACOMA	172	166	-3.5
91419	PENINSULA COLLEGE	PORT ANGELES	29	19	-34.5
91409	PIERCE COLLEGE	TACOMA	149	128	-14.1
91420	PUGET SOUND, UNIVERSITY OF	TACOMA	30	41	36.7
91422A	SEATTLE CENTRAL CC	SEATTLE	289	591	104.5
91423	SEATTLE PACIFIC UNIVERSITY	SEATTLE	220	237	7.7
91424	SEATTLE UNIVERSITY	SEATTLE	361	457	26.6
91425	SHORELINE CC	SEATTLE	283	268	-5.3
91426	SKAGIT VALLEY COLLEGE	MOUNT VERNON	72	77	6.9
91442	SOUTH PUGET SOUND CC	OLYMPIA	68	65	-4.4
91422C	SOUTH SEATTLE CC	SEATTLE	209	242	15.8
91427	SPOKANE CC	SPOKANE	43	60	39.5
91443	SPOKANE FALLS CC	SPOKANE	101	90	-10.9
91421	ST MARTIN'S COLLEGE	LACEY	71	68	-4.2
91429	TACOMA CC	TACOMA	283	336	18.7
91431	WALLA WALLA CC	WALLA WALLA	24	20	-16.7
91430	WALLA WALLA COLLEGE	COLLEGE PLACE	112	107	-4.5
91432	WASHINGTON STATE UNIVERSITY	PULLMAN	1,175	1,241	5.6
91433	WASHINGTON, UNIVERSITY OF	SEATTLE	1,926	1,867	-3.1
91434	WENATCHEE VALLEY COLLEGE	WENATCHEE	11	10	-9.1
91435	WESTERN WASHINGTON U	BELLINGHAM	185	204	10.3
91444	WHATCOM CC	BELLINGHAM	76	120	57.9
91436	WHITMAN COLLEGE	WALLA WALLA	30	36	20.0
91437	WHITWORTH COLLEGE	SPOKANE	81	101	24.7
91438	YAKIMA VALLEY CC	YAKIMA	144	78	-45.8
	STATE TOTAL		**9,531**	**10,164**	

State NRC	University	City	1992/93 Total	1993/94 Total	Percentage Change
WEST VIRGINIA					
55400	ALDERSON BROADDUS COLLEGE	PHILIPPI	22	18	-18.2
55403	BETHANY COLLEGE	BETHANY	35	31	-11.4
55404	BLUEFIELD STATE COLLEGE	BLUEFIELD	9	14	55.6
55411	CHARLESTON, UNIVERSITY OF	CHARLESTON	35	30	-14.3
55405	CONCORD COLLEGE	ATHENS	59	86	45.8
55406	DAVIS & ELKINS COLLEGE	ELKINS	33	42	27.3
55407	FAIRMONT STATE COLLEGE	FAIRMONT	60	55	-8.3
55408	GLENVILLE STATE COLLEGE	GLENVILLE	52	61	17.3
55410	MARSHALL UNIVERSITY	HUNTINGTON	108	120	11.1
55413	OHIO VALLEY COLLEGE	PARKERSBURG	17	14	-17.6
55415	SALEM-TEIKYO UNIVERSITY	SALEM	314	367	16.9
55416	SHEPHERD COLLEGE	SHEPHERDSTOWN	.	7	.
55417A	SOUTHERN WV CC LOGAN	LOGAN	0	0	.
55418	WEST LIBERTY STATE COLLEGE	WEST LIBERTY	27	20	-25.9
55419	WV INST TECHNOLOGY	MONTGOMERY	59	54	-8.5
55425	WV NORTHERN CC	WHEELING	6	10	66.7
55420	WV STATE COLLEGE	INSTITUTE	.	8	.
55421	WEST VIRGINIA UNIVERSITY	MORGANTOWN	931	970	4.2
55414	WV U PARKERSBURG	PARKERSBURG	.	2	.
55422	WV WESLEYAN COLLEGE	BUCKHANNON	62	61	-1.6
55402	WV, THE COLLEGE OF	BECKLEY	.	5	.
55423	WHEELING JESUIT COLLEGE	WHEELING	44	37	-15.9
	■ **STATE TOTAL**		**1,873**	**2,012**	
WISCONSIN					
35400	ALVERNO COLLEGE	MILWAUKEE	15	18	20.0
35465	BELLIN COLLEGE OF NURSING	GREEN BAY	0	0	.
35401	BELOIT COLLEGE	BELOIT	107	124	15.9
35453	BLACKHAWK TECHNICAL C	JANESVILLE	1	0	-100.0
35402	CARDINAL STRITCH COLLEGE	MILWAUKEE	8	12	50.0
35403	CARROLL COLLEGE	WAUKESHA	15	16	6.7
35404	CARTHAGE COLLEGE	KENOSHA	21	23	9.5
35450	CHIPPEWA VALLEY TECH COLLEGE	EAU CLAIRE	5	5	0.0
35464	COLUMBIA COLLEGE OF NURSING	MILWAUKEE	1	0	-100.0
35405	CONCORDIA UNIVERSITY	MEQUON	108	92	-14.8
35408	EDGEWOOD COLLEGE	MADISON	54	75	38.9
35457	FOX VALLEY TECH COLLEGE	APPLETON	29	32	10.3
35413	LAKELAND COLLEGE	SHEBOYGAN	19	23	21.1
35449	LAKESHORE TECHNICAL COLLEGE	CLEVELAND	.	3	.
35414	LAWRENCE UNIVERSITY	APPLETON	138	114	-17.4
35416	MADISON AREA TECH COLLEGE	MADISON	.	1	.
35417	MARIAN COLLEGE FOND DU LAC	FOND DU LAC	9	10	11.1
35418	MARQUETTE UNIVERSITY	MILWAUKEE	464	497	7.1
35419	MEDICAL COLLEGE OF WISCONSIN	MILWAUKEE	56	45	-19.6
35421	MILWAUKEE AREA TECH COLLEGE	MILWAUKEE	14	31	121.4

State NRC	University	City	1992/93 Total	1993/94 Total	Percentage Change
35422	MILWAUKEE SCH ENGINEERING	MILWAUKEE	66	81	22.7
35454	MORAINE PARK TECH COLLEGE	FOND DU LAC	0	1	.
35423	MOUNT MARY COLLEGE	MILWAUKEE	18	14	-22.2
35424	MOUNT SENARIO COLLEGE	LADYSMITH	16	14	-12.5
35452	NORTHCENTRAL TECH COLLEGE	WAUSAU	22	39	77.3
35426	NORTHLAND COLLEGE	ASHLAND	13	.	.
35458	NORTHWESTERN COLLEGE	WATERTOWN	1	1	0.0
35429	RIPON COLLEGE	RIPON	32	27	-15.6
35456	SAINT FRANCIS SEMINARY	ST. FRANCIS	3	2	-33.3
35410	SILVER LAKE COLLEGE	MANITOWOC	3	3	0.0
35432	ST NORBERT COLLEGE	DE PERE	15	29	93.3
35448	STHWST WI TECH COLLEGE	FENNIMORE	0	0	.
35434	VITERBO COLLEGE	LA CROSSE	13	7	-46.2
35455	WAUKESHA COUNTY TECH INST	PEWAUKEE	.	0	.
35440Y	WISCONSIN CENTERS, U OF	MADISON	73	75	2.7
35440B	WISCONSIN EAU CLAIRE, U OF	EAU CLAIRE	204	192	-5.9
35440C	WISCONSIN GREEN BAY, U OF	GREEN BAY	89	89	0.0
35440D	WISCONSIN LA CROSSE, U OF	LA CROSSE	125	151	20.8
35462	WISCONSIN LUTHERAN COLLEGE	MILWAUKEE	4	2	-50.0
35440	WISCONSIN MADISON, U OF	MADISON	4,014	4,076	1.5
35440G	WISCONSIN MILWAUKEE, U OF	MILWAUKEE	650	657	1.1
35440H	WISCONSIN OSHKOSH, U OF	OSHKOSH	90	100	11.1
35440J	WISCONSIN PARKSIDE, U OF	KENOSHA	30	35	16.7
35440K	WISCONSIN PLATTEVL, U OF	PLATTEVILLE	57	41	-28.1
35440M	WISCONSIN RIVER FALLS, U	RIVER FALLS	78	67	-14.1
35466	WISCONSIN SCH PROF PSYCH	MILWAUKEE	0	.	.
35440Q	WISCONSIN STEVNS PNT, U OF	STEVENS POINT	287	184	-35.9
35440R	WISCONSIN STOUT, U OF	MENOMONIE	201	241	19.9
35440T	WISCONSIN SUPERIOR, U OF	SUPERIOR	57	68	19.3
35440W	WISCONSIN WHITEWATER, U OF	WHITEWATER	197	205	4.1
	■ STATE TOTAL		**7,422**	**7,522**	
WYOMING					
83400	CASPER COLLEGE	CASPER	20	18	-10.0
83401	CENTRAL WYOMING COLLEGE	RIVERTON	27	28	3.7
83402	EASTERN WYOMING COLLEGE	TORRINGTON	2	2	0.0
83407	LARAMIE COUNTY CC	CHEYENNE	14	6	-57.1
83403	NORTHWEST COLLEGE	POWELL	30	27	-10.0
83404	SHERIDAN COLLEGE	SHERIDAN	27	40	48.1
83405	WESTERN WYOMING COLLEGE	ROCK SPRINGS	41	45	9.8
83406	WYOMING, UNIVERSITY OF	LARAMIE	502	480	-4.4
	■ STATE TOTAL		**663**	**646**	
	■ FINAL TOTAL		**438,618**	**449,749**	**2.5**
	■ INSTITUTIONS SURVEYED		**2,743**		

B

Appendix B
INTENSIVE ENGLISH LANGUAGE PROGRAM SURVEY

B. Foreign IELP Student Enrollment by Institution

State NRC	University	1992/93 Total*	1993/94 Total*	Percentage Change
ALABAMA				
63102	ALABAMA/ELI, UNIVERSITY OF	85	62	-27.1
63100	GADSDEN STATE JC/LANG INSTITUTE	231	31	-86.6
63103	SOUTH ALABAMA/ESL, UNIVERSITY OF		68	-
63101	SPRING HILL COLLEGE/IELI	31	23	-25.8
	■ **STATE TOTAL**	**347**	**184**	**-47.0**
ALASKA				
94100	ALASKA PACIFIC UNIVERSITY/EL		16	-
	■ **STATE TOTAL**		**16**	-
ARIZONA				
86100	AMERICAN GRAD SCHOOL OF INTL MGT	6	6	0.0
86101	AZ STATE UNIVERSITY/ALCP	17	191	11.7
86102	AZ/CENTER ESL, UNIVERSITY OF	248	264	6.5
86103	COCHISE COLLEGE		109	-
86104	NORTHERN ARIZONA UNIVERSITY/ESL	25	21	-16.0
	■ **STATE TOTAL**	**450**	**591**	**31.3**
ARKANSAS				
71100	ARKANSAS LITTLE ROCK, UNIVERSITY OF	126	136	7.9
71101	ARKANSAS STATE UNIVERSITY/ESL	53	51	-3.8
71103	CENTRAL ARKANSAS, UNIVERSITY OF	63	72	14.3
71104	SPRING INTL LANGUAGE CENTER	9	50	455.6
	■ **STATE TOTAL**	**251**	**309**	**23.1**
CALIFORNIA				
93120	AMERICAN ACADEMY OF ENGLISH		150	-
93121	AMERICAN ENGLISH ACADEMY	76	44	-42.1
93108	AMERICAN LANGUAGE ACADEMY BERKELEY	27	160	492.6
93116A	AMERICAN LANGUAGE PROGRAMS		16	-
93100	ARMSTRONG UNIVERSITY	19	0	-100.0
93118	ASPECT ILS SAN FRANCISCO			-

* A blank in this column indicates a non-response.

State NRC	University	1992/93 Total*	1993/94 Total*	Percentage Change
93117	ASPECT ILS WHITTIER			-
93163	AZUSA PACIFIC UNIVERSITY/ELI	47		-100.0
93101	BERKELEY ADULT SCHOOL	133	105	-21.1
93102	CA BERKELEY, UNIVERSITY OF	283		-100.0
93102B	CA BERKELEY ELP, UNIVERSITY OF	180	121	-32.8
93146	CA DAVIS/ESL, UNIVERSITY OF	221	187	-15.4
93145	CA EXTENSION/ESL, UNIVERSITY OF	343		-100.0
93151	CA LUTHERAN UNIVERSITY/ESL	20	21	5.0
93160	CA RIVERSIDE/IEP, UNIVERSITY OF	421	392	-6.9
93176	CA SAN DIEGO, UNIVERSITY OF	257	286	11.3
93148	CA SANTA BARBARA EXTENSION, U OF	153	260	69.9
93106B	CA STATE CHICO/ESL	47	54	14.9
93179	CA STATE DOMINGUEZ HILLS	15	40	166.7
93105	CA STATE FRESNO AMER ENGLISH INSTITUTE	102	87	-14.7
93106C	CA STATE HAYWARD AMER LANGUAGE PROGRAM	238	215	-9.7
93106	CA STATE LONG BEACH/ALI	64	77	20.3
93106D	CA STATE LOS ANGELES/ESL	325	274	-15.7
93180	CA STATE POLYTECHNIC UNIVERSITY	50	73	46.0
93106E	CA STATE SAN BERNARDINO/ESL	81	153	88.9
93170	CA STATE UNIVERSITY FULLERTON	170	157	-7.6
93153	CA STATE UNIVERSITY NORTHRIDGE/ESL	246	155	-37.0
93171	CONCORDIA UNIVERSITY	39	20	-48.7
93119	CENTER FOR ENGLISH STUDIES		76	-
93159	DIVERSIFIED LANGUAGE INST	57	65	14.0
93181	EF INTL SCHOOL OF ENGLISH SAN DIEGO		139	-
93186	EF INTL SCHOOL OF ENGLISH SANTA BARBARA	227	242	6.6
93190	EF INTL SCHOOL OF ENGLISH OAKLAND	142	136	-4.2
93109	ELS LANGUAGE CENTER OAKLAND	70	50	-28.6
93141	ELS LANGUAGE CENTER ORANGE		40	-
93132	ELS LANGUAGE CENTER SAN DIEGO	140	75	-46.4
93133	ELS LANGUAGE CENTER SAN FRANCISCO	105	100	-4.8
93134	ELS LANGUAGE CENTER SANTA MONICA	210	150	-28.6
93111	ENGLISH CENTER FOR INTL WOMEN	22		-100.0
93172	ENGLISH LANGUAGE CENTER		75	-
93177	EXXEL COLLEGE OF BUSINESS			0.0
93173	FRESNO PACIFIC COLLEGE	20	10	-50.0
93188	GLOBAL LANGUAGE INST	15	18	20.0
93166	GOLDEN GATE UNIVERSITY/ESL	83	74	-10.8
93187	HARTNELL COLLEGE		0	-
93139	HUMBOLDT STATE UNIVERSITY/ILI			
93130	IBIS CENTER FOR ENGLISH	4		-100.0
93136	INTERNATIONAL ENGLISH INST	121	243	100.8
93127	ISE-CA BELMONT	42	29	-31.0

* A blank in this column indicates a non-response.

State NRC	University	1992/93 Total*	1993/94 Total*	Percentage Change
93184	LA SIERRA UNIVERSITY			
93112	LANGUAGE INST FOR ENGLISH	115	82	-28.7
93114	LANGUAGE INST FOR ENGLISH	60	38	-36.7
93189	LANGUAGE PACIFICA			0.0
93113	LINCOLN UNIVERSITY/ESL	18	11	-38.9
93138	MARIN/ESL, COLLEGE OF	52	37	-28.8
93115	MARYMOUNT PALOS VERDES COLLEGE	65		-100.0
93123	MERRITT CC			0.0
93116	MONTEREY INSTITUTE INTL STUDIES		20	-
93157	NEW COLLEGE CALIFORNIA/ESLI	74	85	14.9
93168	PACIFIC ENGLISH LANGUAGE INST			0.0
93183	PACIFIC LANGUAGE ASSOC	31	57	83.9
93182	PALO VERDE COLLEGE			-
93178	PEPPERDINE UNIVERSITY		0	-
93142	PITZER COLLEGE/PACE	37	33	-10.8
93185	SADDLEBACK COLLEGE	160	150	-6.3
93124	SAN DIEGO STATE UNIVERSITY	446	668	49.8
93125	SAN FRANCISCO STATE UNIVERSITY/ESL	160	144	-10.0
93126	SAN FRANCISCO/ESL, UNIVERSITY OF		64	-
93144	SAN JOSE STATE UNIVERSITY	152	128	-15.8
93175	SANTA BARBARA CITY COLLEGE		114	-
93140	SONOMA STATE UNIVERSITY	51	56	9.8
93128	SOUTHERN CALIFORNIA, UNIVERSITY OF	14	33	135.7
93149	SPRING INTL LANGUAGE CENTER		17	-
93143	ST MARY'S COLLEGE/IEP	29		-100.0
93135	TRANSWORLD ENGLISH	29	30	3.4
93103	UCLA EXTENSION AMER LANGUAGE CENTER			-
93131	UNITED STATES INTL UNIVERSITY/ESL	42	34	-19.0
93150	WHITTIER COLLEGE/ELP			-
	■ **STATE TOTAL**	**6,350**	**6,370**	**0.3**
COLORADO				
84112	AMERICAN LANGUAGE ACADEMY PUEBLO	53	109	105.7
84100	BRIDGE INTERNATIONAL SCHOOL		56	-
84107	COLORADO INTL EDUCATION & TRAINING	76	57	-25.0
84102	COLORADO STATE UNIVERSITY/ESL	119	92	-22.7
84104	COLORADO INT ENGLISH UNIVERSITY OF	156	131	-16.0
84105	DENVER/ENGL LANGUAGE CTR, UNIVERSITY OF	104	123	18.3
84103	ECONOMICS INSTITUTE	176	161	-8.5
84106	ELS LANGUAGE CENTER DENVER	125	120	-4.0
84101	INTERLINK LANGUAGE CENTER GOLDEN	39	42	7.7
84108	SPRING INTL LANGUAGE CENTER	109	113	3.7

* A blank in this column indicates a non-response.

State NRC	University	1992/93 Total*	1993/94 Total*	Percentage Change
84109	SPRING INTL LANGUAGE CENTER	138	123	-10.9
■	**STATE TOTAL**	**1,095**	**1,127**	**2.9**
CONNECTICUT				
16106	CENTRAL CT STATE UNIVERSITY		22	-
16107	CONNECTICUT, UNIVERSITY OF	39	30	-23.1
16101	ELS LANGUAGE CENTER NEW HAVEN	70	75	7.1
16104	HARTFORD/ELI, UNIVERSITY OF		106	-
16102	MITCHELL COLLEGE		8	-
16105	QUINEBAUG VALLEY CC			-
16108	TEIKYO POST UNIVERSITY	57		-100.0
■	**STATE TOTAL**	**166**	**241**	**45.2**
DELAWARE				
51101	DELAWARE/ESL, UNIVERSITY OF	364	325	-10.7
■	**STATE TOTAL**	**364**	**325**	**-10.7**
DISTRICT OF COLUMBIA				
53101	AMERICAN UNIVERSITY/ELI	444	452	1.8
53114	CATHOLIC UNIVERSITY OF AMERICA	57	57	0.0
53102	ELS LANGUAGE CENTER DC	50	70	40.0
53103	GEORGE WASHINGTON U/EFL	148	162	9.5
53104	GEORGETOWN U AMERICAN LANGUAGE INST	170	146	-14.1
53105	GEORGETOWN U ENGLISH FOR LANG	163	29	-82.2
53111	INTL CENTER FOR LANGUAGE STUDIES	36	39	8.3
53109	INTL LANGUAGE INSTITUTE	111	110	-0.9
53107	JOHNS HOPKINS UNIVERSITY SAIS	12	0	-100.0
53106	LADO INTERNATIONAL COLLEGE	117	141	20.5
53108	SANZ SCHOOL		112	-
■	**STATE TOTAL**	**1,308**	**1,318**	**0.8**
FLORIDA				
59110	AMERICAN LANGUAGE ACADEMY TAMPA	68	217	219.1
59121	ASPECT ILS ORLANDO			-
59115	CENTRAL FLORIDA, UNIVERSITY OF	131		-100.0
59112	CENTER FOR ENGLISH STUDIES		58	-
59118	EF INTL SCHOOL OF ENGLISH	203	154	-24.1
59101	ELS LANGUAGE CENTER MELBOURNE		75	-
59102	ELS LANGUAGE CENTER ST PETERSBURG	230	195	-15.2
59103	FLORIDA INST TECHNOLOGY/ESL	74		-100.0
59111	FLORIDA INTL UNIVERSITY/IEP	157	169	7.6
59104	FLORIDA STATE UNIVERSITY/CIES	58	43	-25.9
59105	FLORIDA/ELI, UNIVERSITY OF	84	72	-14.3
59113	INTL TRAINING, SCHOOL FOR	44		-100.0
59120	LANGUAGE EXCHANGE	39	19	-51.3

* A blank in this column indicates a non-response.

State NRC	University	1992/93 Total*	1993/94 Total*	Percentage Change
59116	LANGUAGE INST FOR ENGLISH	83	55	-33.7
59119	LYNN UNIVERSITY			
59114	MIAMI-DADE CC/ESL	230	240	4.3
59107	MIAMI/INTL LANGUAGE INST, UNIVERSITY OF	191	166	-13.1
59108	NOVA UNIVERSITY/ACLI			-
59109	SOUTH FLORIDA, UNIVERSITY OF	149	131	-12.1
59117	ST THOMAS UNIVERSITY	31	29	-6.5
	STATE TOTAL	**1,772**	**1,623**	**-8.4**
GEORGIA				
58100	ELS LANGUAGE CENTER ATLANTA	50	60	20.0
58108	ENGLISH LANGUAGE STUDY CENTER	21	30	42.9
58101	GEORGIA INST TECHNOLOGY/EFL	230		-100.0
58102	GEORGIA SOUTHERN UNIVERSITY/ESL	23		-100.0
58103	GEORGIA STATE UNIVERSITY/ESL			-
58105	GEORGIA/ALP, UNIVERSITY OF	127	152	19.7
58107	MERCER UNIVERSITY ATLANTA	139	168	20.9
58106	MORRIS BROWN COLLEGE/ESL		150	-
	STATE TOTAL	**590**	**560**	**-5.1**
HAWAII				
95103	BRIGHAM YOUNG UNIVERSITY HAWAII	230	181	-21.3
95108	CHAMINADE UNIVERSITY OF HONOLULU	44	52	18.2
95107	HAWAII HILO, UNIVERSITY OF	14	20	42.9
95100	HAWAII PACIFIC UNIVERSITY	671	650	-3.1
95104	HAWAII, UNIVERSITY OF	670	140	-79.1
95101	INST OF INTENSIVE ENGLISH			
95106	KAUAI CC/ELI	0	5	
95102	LEEWARD CC/ELI	125	120	-4.0
	STATE TOTAL	**1,754**	**1,168**	**-33.4**
IDAHO				
82101	LEWIS-CLARK UNIVERSITY/ESL	86	118	37.2
82102	NORTH IDAHO COLLEGE		9	-
	STATE TOTAL	**86**	**127**	**47.7**
ILLINOIS				
33113	AMERICAN LANGUAGE ACADEMY	27	106	292.6
33100	ELS LANGUAGE CENTER CHICAGO	170	150	-11.8
33103	HAROLD WASHINGTON COLLEGE	175	307	75.4
33102A	IL AT CHICAGO, UNIVERSITY OF	149	149	0.0
33109	IL STATE UNIVERSITY	40	34	-15.0
33102	IL URBANA-CHAMPAIGN, UNIVERSITY OF	157	161	2.5
33116	LANGUAGE INST FOR ENGLISH		19	-
33111	MACCORMAC JR COLLEGE	6	8	33.3

* A blank in this column indicates a non-response.

State NRC	University	1992/93 Total*	1993/94 Total*	Percentage Change
33115	MCKENDREE COLLEGE	14	27	92.3
33114	MORAINE VALLEY CC			-
33107	ROCKFORD COLLEGE/ELSC	45	23	-48.9
33105	ROOSEVELT UNIVERSITY/ELP	127	129	1.6
33106	SOUTHERN ILLINOIS UNIVERSITY/ESL	147	186	26.5
33104	TRUMAN COLLEGE/ESL	188	203	8.0
33108	WESTERN ILLINOIS UNIVERSITY/ESL	83	66	-20.5
	STATE TOTAL	**1,328**	**1,568**	**18.1**
INDIANA				
32107	AMER LANGUAGE ACADEMY INDIANAPOLIS	41	109	165.9
32106	BALL STATE UNIVERSITY/ESL			-
32100	ELS LANGUAGE CENTER/INDIANAPOLIS	70	35	-50.0
32108	EVANSVILLE/ESL, UNIVERSITY OF	51	45	-11.8
32110	HUNTINGTON COLLEGE	3	3	0.0
32101	INDIANA INST OF TECHNOLOGY/ESL	4	1	-75.0
32102	INDIANA UNIVERSITY/ENGL LANGUAGE PGM	201	249	23.9
32109	INDIANA VOC TECH COLLEGE			-
32111	INTERLINK LANGUAGE CENTER VALPARAISO		38	-
32103	INTERLINK LANGUAGE CENTER	48	106	120.8
32104	TRI-STATE U/ENGL LANGUAGE CENTER	14	21	50.0
32105	VINCENNES UNIVERSITY/ESL			
	STATE TOTAL	**432**	**607**	**40.5**
IOWA				
42100	CENTRAL COLLEGE/ESL		0	-
42102	CLARKE COLLEGE/ESL	22	12	-45.5
42101	COE COLLEGE/ESL	10	9	-10.0
42103	CORNELL COLLEGE	5	4	-20.0
42108	DIVINE WORD COLLEGE/IELI	7	12	71.4
42110	DRAKE UNIVERSITY	20	14	-30.0
42112	DUBUQUE/ESL, UNIVERSITY OF	0	144	-
42104	IOWA STATE UNIVERSITY/ESL	80		-100.0
42115	IOWA WESLEYAN COLLEGE	8	4	-50.0
42105	IOWA, UNIVERSITY OF	38	54	42.1
42106	KIRKWOOD CC/ESL		54	-
42109	NORTHERN IOWA, UNIVERSITY OF	80	81	1.3
42116	TEIKYO MARYCREST UNIVERSITY	74	97	31.1
42113	WARTBURG COLLEGE		0	-
42114	WILLIAM PENN COLLEGE		0	-
	STATE TOTAL	**344**	**485**	**41.0**
KANSAS				
47112	AESL INTL LANGUAGE CENTER	49	21	-57.1
47110	COFFEYVILLE CC	30	22	-26.7

* A blank in this column indicates a non-response.

State NRC	University	1992/93 Total*	1993/94 Total*	Percentage Change
47100	DONNELLY COLLEGE/INTL ENGL CENTER	49	64	30.6
47108	EMPORIA STATE UNIVERSITY/IEP	46	50	8.7
47109	HESSTON COLLEGE	15	0	-100.0
47103	KANSAS STATE UNIVERSITY/ESL	40	58	45.0
47102	KANSAS/ESL, UNIVERSITY OF	153	73	-52.3
47111	MCPHERSON COLLEGE/ESL	4		-100.0
47104	OTTAWA UNIVERSITY/ELI	22	23	4.5
47105	PITTSBURG STATE UNIVERSITY/ESL	109	61	-44.0
47113	ST MARY OF PLAINS COLLEGE			
47106	WICHITA STATE UNIVERSITY/ESL	202	266	31.7
	STATE TOTAL	**719**	**638**	**-11.3**
KENTUCKY				
61101	KENTUCKY, UNIVERSITY OF	52	73	40.4
61100	LOUISVILLE/ESL, UNIVERSITY OF	84	84	0.0
61102	TRANSYLVANIA UNIVERSITY	3	0	-100.0
	STATE TOTAL	**139**	**157**	**12.9**
LOUISIANA				
72100	DELGADO COLLEGE/ESL	150		-100.0
72101	LOUISIANA STATE UNIVERSITY/ESL	124	129	4.0
72102	LOUISIANA TECH UNIVERSITY/ESL	13	0	-100.0
72103	LOYOLA UNIVERSITY/ESL	31	37	19.4
72111	NEW ORLEANS/ESL, UNIVERSITY OF	5	12	140.0
72106	TULANE UNIVERSITY/TESL INSTITUTE	270	83	-69.3
	STATE TOTAL	**593**	**261**	**-56.0**
MAINE				
11100	ICLS-HUSSON COLLEGE	34	43	-26.5
11101	MAINE, UNIVERSITY OF	61	45	-26.2
	STATE TOTAL	**95**	**88**	**-7.4**
MARYLAND				
52103	MARYLAND/ESL, UNIVERSITY OF	85	92	8.2
52102	NOTRE DAME/ESL, COLLEGE OF		64	-
52104	TOWSON STATE UNIVERSITY		87	-
	STATE TOTAL	**85**	**243**	**185.9**
MASSACHUSETTS				
14111	AMER LANGUAGE ACADEMY BABSON PARK	93	331	255.9
14113	BOSTON SCHOOL MODERN LANGUAGES			-
14103	BOSTON UNIVERSITY/ESL	615	607	-1.3
14114	BRADFORD COLLEGE/ESL	33	24	-27.3
14123	CLARK UNIVERSITY	53		-100.0
14105	ELS LANGUAGE CENTER/BOSTON	265	275	3.8
14108	ENDICOTT COLLEGE			-

* A blank in this column indicates a non-response.

State NRC	University	1992/93 Total*	1993/94 Total*	Percentage Change
14125	ENGLISH LANGUAGE CENTER		87	-
14119	INTL LANGUAGE INSTITUTE INC	12	11	-8.3
14124	LANGUAGE INST FOR ENGLISH	128	151	18.0
14115	MOUNT IDA COLLEGE/ESL			-100.0
14117	NEW ENGLAND SCHOOL ENGLISH	63	76	20.6
14107	NEWMAN PREPARATORY SCHOOL	27	27	0.0
14109	NORTHEASTERN UNIVERSITY/ESL	188	172	-8.5
14120	NORTHERN ESSEX CC	1	1	0.0
14121	PINE MANOR COLLEGE	22	6	-72.7
14104	SPRINGFIELD COLLEGE		45	-
	STATE TOTAL	**1,500**	**1,813**	**20.9**
MICHIGAN				
34111	ACCESS INTERNATIONAL INSTITUTE	46		-100.0
34100	ANDREWS UNIVERSITY/ELI			-
34101	DETROIT MERCY, UNIVERSITY OF	22	12	-45.5
34107	EASTERN MICHIGAN UNIVERSITY/ESL	64	0	-100.0
34109	FERRIS STATE UNIVERSITY/ESL	91	52	-42.9
34112	LANGUAGE CENTER INTERNATIONAL	26	35	34.6
34110	MICHIGAN LANGUAGE CENTER	90	96	6.7
34102	MICHIGAN STATE UNIVERSITY/ESL	242	263	8.7
34114	OAKLAND CC	68	98	44.1
34113	ST MARY'S COLLEGE	24	24	0.0
34104	WAYNE STATE UNIVERSITY	99	115	16.2
34105	WESTERN MICHIGAN UNIVERSITY/ESL	126	133	5.6
	STATE TOTAL	**898**	**828**	**-7.8**
MINNESOTA				
41104	DE LASALLE LANGUAGE INSTITUTE			-
41100	ELS LANGUAGE CENTER ST PAUL	150	95	-36.7
41103	MINNESOTA TWIN CITIES, UNIVERSITY OF	157	137	-12.7
	STATE TOTAL	**307**	**232**	**-24.4**
MISSISSIPPI				
64101	MISSISSIPPI/ESL, UNIVERSITY OF	24	44	83.3
64104	MISSISSIPPI STATE UNIVERSITY	40	28	-30.0
64103	RUST COLLEGE	38	37	-2.6
64100	SOUTHERN MISSISSIPPI/ESL, UNIVERSITY OF	113	131	15.9
64102	WOOD JR COLLEGE/ESL	5	2	-60.0
	STATE TOTAL	**220**	**242**	**10.0**
MISSOURI				
43110	APPLIED LANGUAGE INST PENN VALLLEY		61	-
43111	APPLIED LANGUAGE INSTITUTE			-
43112	AVILA COLLEGE	19	18	-5.3

* A blank in this column indicates a non-response.

State NRC	University	1992/93 Total*	1993/94 Total*	Percentage Change
43109	CENTRAL MISSOURI STATE UNIVERSITY	13	64	392.3
43114	COLUMBIA COLLEGE	36	165	358.3
43108	MARYVILLE UNIVERSITY	2	75	-8.5
43105	MISSOURI COLUMBIA/IEP, UNIVERSITY OF	78	91	16.7
43113	NORTHWEST MISSOURI STATE UNIVERSITY	27	60	122.2
43104	ST LOUIS UNIVERSITY	101	94	-6.9
43102	SOUTHEAST MISSOURI STATE UNIVERSITY	60	69	15.0
43107	WEBSTER UNIVERSITY/ESL	21	19	-9.5
	STATE TOTAL	**437**	**716**	**63.8**
NEBRASKA				
46105	BELLEVUE COLLEGE	33	36	9.1
46103	CREIGHTON UNIVERSITY/ESL	38	15	-60.5
46101	DOANE COLLEGE/ESL	29	23	-92.2
46104	NEBRASKA LINCOLN, UNIVERSITY OF	18	14	-22.2
46100	NEBRASKA OMAHA/ILP, UNIVERSITY OF	92	93	1.1
	STATE TOTAL	**210**	**181**	**-13.8**
NEVADA				
88100	NEVADA RENO, UNIVERSITY OF	136	127	-6.6
88101	SOUTHERN NEVADA, CC OF			-
	STATE TOTAL	**136**	**127**	**-6.6**
NEW HAMPSHIRE				
12102	NEW HAMPSHIRE COLLEGE/ESL	49	64	30.6
12101	NEW HAMPSHIRE/ELP, UNIVERSITY OF	104	180	73.1
	STATE TOTAL	**153**	**244**	**59.5**
NEW JERSEY				
22111	ANGLO CONTINENTAL NY		17	-
22103	CALDWELL COLLEGE/AELSP	59	75	27.1
22107	LANGUAGE INST FOR ENGLISH	245	219	-10.6
22112	MIDDLESEX COUNTY COLLEGE		200	-
22109	RUTGERS UNIVERSITY NEWARK	113	97	-14.2
22101	RUTGERS UNIVERSITY/ESL		150	-
22110	SETON HALL UNIVERSITY			-
	STATE TOTAL	**417**	**758**	**81.8**
NEW MEXICO				
85100	NEW MEXICO STATE UNIVERSITY/ESL	21	29	38.1
85101	NEW MEXICO/ESL, UNIVERSITY OF	32	37	15.6
	STATE TOTAL	**53**	**66**	**24.5**
NEW YORK				
21112	ASPECT ILS BROOKVILLE			
21102	COLUMBIA UNIVERSITY/ALP	242	282	16.5

* A blank in this column indicates a non-response.

State NRC	University	1992/93 Total*	1993/94 Total*	Percentage Change
21132	CONCORDIA COLLEGE/ESL	20	22	10.0
21103	CORNELL UNIVERSITY/ESL	109	92	-15.6
21130	CENTER FOR ENGLISH STUDIES	306	253	-17.3
21131	CUNY COLLEGE STATEN ISLAND/ELI			-
21106	CUNY HUNTER COLLEGE/IELI	634	602	-5.0
21118	CUNY LAGUARDIA CC/IEP	551	518	-6.0
21107	CUNY QUEENS COLLEGE/ELI	419		-100.0
21150	CUNY QUEENSBOROUGH CC	28		-100.0
21151	CUNY YORK COLLEGE			-
21149	EF INTL SCHOOL OF ENGLISH		146	-
21133	ELMIRA COLLEGE/ESL	13	16	23.1
21101	ELS LANGUAGE CENTER RIVERDALE	40	65	62.5
21115	ELS LANGUAGE CENTER STATEN ISLAND	80	65	-18.8
21140	FORDHAM UNIVERSITY LINCOLN CENTER	32		-100.0
21120	FULTON-MONTGOMERY CC/ESL	36	14	-61.1
21108	HOFSTRA UNIVERSITY/ESL		152	-
21116	LANGUAGE INST FOR ENGLISH GARDEN CITY	123	99	-19.5
21146	LANGUAGE INST FOR ENGLISH NY		0	-
21127	LONG ISLAND UNIVERSITY BROOKLYN CENTER/ELI		42	-
21134	MANHATTANVILLE COLLEGE/ELI	56	53	-5.4
21148	MARYMOUNT COLLEGE	11	20	81.8
21145	MARYMOUNT MANHATTAN COLLEGE	20	25	25.0
21147	MERCY COLLEGE		75	-
21152	MOHAWK VALLEY CC			-
21110	MONROE CC/ESL	82	0	-100.0
21141	NEW SCHOOL FOR SOCIAL RESEARCH	20	140	600.0
21111	NEW YORK UNIVERSITY/AMER LANG INST	323	241	-25.4
21129	PACE UNIVERSITY/ELI	9	17	88.9
21143	RENNERT BILINGUAL	103	80	-22.3
21122	ROCHESTER INST TECH/ESOL	38	40	5.3
21139	ROCHESTER/ESL, UNIVERSITY OF			-
21113	SUNY ALBANY/IELP	47	58	23.4
21114	SUNY BUFFALO/IELI	132	125	-5.3
21123	SUNY STONY BROOK/IEC	67	65	-3.0
21125	SUNY COLLEGE NEW PALTZ	129	91	-29.5
21104	SYRACUSE UNIVERSITY/ELI	54	48	-11.1
	■ **STATE TOTAL**	**3,724**	**3,446**	**-7.5**
NORTH CAROLINA				
56100	CENTRAL PIEDMONT CC	179	74	-58.7
56105	INTERLINK LANGUAGE CENTERS	48	54	12.5
56101	METHODIST COLLEGE		6	-

* A blank in this column indicates a non-response.

State NRC	University	1992/93 Total*	1993/94 Total*	Percentage Change
56103	NC CHARLOTTE/ESL, UNIVERSITY OF	131	102	-22.1
56102	NC STATE UNIVERSITY/ESL	30	18	-40.0
	■ **STATE TOTAL**	**388**	**254**	**-34.5**
OHIO				
31100	AKRON/ELI, UNIVERSITY OF	82	66	-19.5
31112	AMERICAN LANGUAGE ACADEMY BEREA	81	144	77.8
31101	ASHLAND UNIVERSITY/ESL	41	18	-56.1
31117	CUYAHOGA CC METRO/ESL			
31118	CUYAHOGA CC WESTERN/ESL			
31115	ELMI DAYTON	36	34	-5.6
31103	ELS LANGUAGE CENTER CLEVELAND	110	80	-27.3
31104	FINDLAY, THE UNIVERSITY OF	67	58	-13.4
31120	HEIDELBERG COLLEGE	2	11	450.0
31116	MT ST JOSEPH/ESL, COLLEGE OF	24	9	-62.5
31106	OHIO DOMINICAN COLLEGE/ESL	57	59	3.5
31121	OHIO STATE UNIVERSITY/ESL	92	95	3.3
31107	OHIO UNIVERSITY/ESL	156	140	-10.3
31110	TOLEDO/ALI, UNIVERSITY OF	133	98	-26.3
31114	XAVIER UNIVERSITY/ESL	44	50	13.6
	■ **STATE TOTAL**	**925**	**862**	**-6.8**
OKLAHOMA				
73111	CENTER FOR ESL	70	156	122.9
73101	ELS LANGUAGE CENTER NORMAN	72	71	-1.4
73100	ELS LANGUAGE CENTER OKLAHOMA CITY	150	170	13.3
73108	ENGLISH LANGUAGE CENTER	40	29	-27.5
73102	OKLAHOMA STATE UNIVERSITY/ELI	105	102	2.9
73109	OKLAHOMA STATE UNIVERSITY/ELI-K	62	40	-35.5
73103	PHILLIPS UNIVERSITY/ELP	29		-100.0
73104	SPARTAN SCHOOL AERONAUTICS	6	18	200.0
73105	TULSA ENGLISH INSTITUTE	212	224	5.7
73110	UNIVERSITY LANGUAGE INSTITUTE	25	44	76.0
	■ **STATE TOTAL**	**771**	**854**	**10.8**
OREGON				
92105	AMER LANGUAGE ACADEMY ASHLAND		112	-
92111	AMER LANGUAGE ACADEMY PORTLAND		245	-
92106	CONCORDIA COLLEGE	41	25	-39.0
92109	ENGLISH LANGUAGE STUDY CENTER	52	75	44.2
92110	GEORGE FOX COLLEGE	25	21	-16.0
92100	LEWIS & CLARK COLLEGE/ESL	95	71	-25.3
92104	LINFIELD COLLEGE/ESL	39	33	-15.4
92101	OREGON STATE UNIVERSITY/ELI	128	136	6.3

* A blank in this column indicates a non-response.

State NRC	University	1992/93 Total*	1993/94 Total*	Percentage Change
92103	OREGON/ESL, UNIVERSITY OF	191	182	-4.7
92107	PACIFIC UNIVERSITY/ESL	37	38	2.7
92102	PORTLAND STATE UNIVERSITY/ESL	46	23	-50.0
92108	WARNER PACIFIC COLLEGE/ESL	26	19	-26.9
	STATE TOTAL	**680**	**980**	**44.1**
PENNYLVANIA				
23101	AMER LANGUAGE ACADEMY GLENSIDE	79	242	206.3
23118	DREXEL UNIVERSITY/ESL	146	116	-20.5
23104	DUQUESNE UNIVERSITY	14	22	57.1
23117	ELS LANGUAGE CENTER PHILADELPHIA	150	100	-33.3
23111	GWYNEDD-MERCY COLLEGE/ESL	25	27	8.0
23120	HARCUM JR COLLEGE/ESL	32	22	-31.3
23106	HARRISBURG AREA CC		40	-
23112	IMMACULATA COLLEGE/ESL	25	30	20.0
23121	INDIANA UNIVERSITY OF PA/ALI	23	54	134.8
23122	KEYSTONE JR COLLEGE			-
23110	LEHIGH COUNTY CC	11		-100.0
23115	PENNSYLVANIA STATE UNIVERSITY	68		-100.0
23105	PENNSYLVANIA, UNIVERSITY OF	210	188	-10.5
23107	PITTSBURGH/ELI, UNIVERSITY OF	73	61	-16.4
23108	POINT PARK COLLEGE/ESL	84	58	-31.0
23109	TEMPLE UNIVERSITY/IELP	78	116	48.7
	STATE TOTAL	**1,018**	**1,076**	**5.7**
RHODE ISLAND				
15102	JOHNSON & WALES UNIVERSITY/ESL	57	63	10.5
15101	ROGER WILLIAMS COLLEGE	27	20	-25.9
	STATE TOTAL	**84**	**83**	**-1.2**
SOUTH CAROLINA				
57101	NEWBERRY COLLEGE	7	3	-57.1
57100	SOUTH CAROLINA, UNIVERSITY OF	129	158	22.5
	STATE TOTAL	**136**	**161**	**18.4**
SOUTH DAKOTA				
45100	AUGUSTANA ENGLISH LANGUAGE INST	13	14	7.7
45101	AUGUSTANA COLLEGE	7	14	100.0
45102	DAKOTA STATE UNIVERSITY	6	3	-50.0
45103	HURON UNIVERSITY	23	32	39.1
	STATE TOTAL	**49**	**63**	**28.6**
TENNESSEE				
62107	INTL ENGLISH INSTITUTE	60	98	63.3
62108	KING COLLEGE/ESL	29	23	-20.7
62110	MARYVILLE COLLEGE/ESL	39	44	12.8

* A blank in this column indicates a non-response.

State NRC	University	1992/93 Total*	1993/94 Total*	Percentage Change
62111	MEMPHIS STATE UNIVERSITY/ESL	72	75	4.2
62103	TENNESSEE KNOXVILLE/ESL, UNIVERSITY OF	69	50	-27.5
62104	TENNESSEE MARTIN/ESL, UNIVERSITY OF	115	161	40.0
62112	TENNESSEE WESLEYAN COLLEGE	8	18	125.0
62106	VANDERBILT UNIVERSITY/ESL	72	103	43.1
	■ **STATE TOTAL**	**464**	**572**	**23.3**
TEXAS				
74114	AMARILLO COLLEGE/ESL			-
74131	BROOKHAVEN COLLEGE			-
74136	CENTRAL TEXAS COLLEGE		152	-
74126	CTR ENGLISH LANG DALLAS	107	424	296.3
74134	CTR ENGLISH LANG FORT WORTH			-
74137	CTR ENGLISH LANG HOUSTON	38	19	-50.0
74132	EAST TEXAS BAPTIST UNIVERSITY			
74122	EL PASO CC/IEP	125	165	32.0
74102	ELS LANGUAGE CENTER HOUSTON	60	80	33.3
74105	HOUSTON DOWNTOWN/ESL, UNIVERSITY OF	60	54	-10.0
74106	HOUSTON, UNIVERSITY OF	161	165	2.5
74107	INTL CENTER LANGUAGE STUDIES		102	-
74133	LON MORRIS COLLEGE	11		-100.0
74109	MARY HARDIN-BAYLOR/ESL, UNIVERSITY OF	13	6	-53.8
74110	NORTH TEXAS, UNIVERSITY OF	260	264	1.5
74111	OUR LADY OF THE LAKE UNIVERSITY	40	18	-55.0
74117	RICE UNIVERSITY/ESL	118	125	5.9
74129	SAM HOUSTON STATE UNIVERSITY/ESL	14		-100.0
74139	TEXAS INTENSIVE ENGLISH PROGRAM	255	255	0.0
74116	TEXAS-PAN AMERICAN, UNIVERSITY OF	73		-100.0
74130	TEXAS A & I UNIVERSITY/ESL	75	27	-64.0
74112	TEXAS A & M UNIVERSITY/ELI	92	67	-27.2
74121	TEXAS ARLINGTON/ESL, UNIVERSITY OF	107	131	22.4
74113	TEXAS AUSTIN, UNIVERSITY OF	255		-100.0
74135	TEXAS CHRISTIAN UNIVERSITY	20	19	-5.0
74125	TEXAS EL PASO/ELI, UNIVERSITY OF	62	50	-19.4
74138	TEXAS LUTHERAN COLLEGE		25	-
74124	TEXAS TECH UNIVERSITY/ESOL	41	41	0.0
74120	TEXAS WESLEYAN COLLEGE	50	40	-20.0
74104	TRINITY VALLEY CC		8	-
	■ **STATE TOTAL**	**2,037**	**2,237**	**9.8**
UTAH				
87100	BRIGHAM YOUNG UNIVERSITY/ESL	180	187	3.9
87109	ENGLISH LANGUAGE STUDY CENTER	18	22	22.2
87108	SALT LAKE CC	37	39	5.4

* A blank in this column indicates a non-response.

State NRC	University	1992/93 Total*	1993/94 Total*	Percentage Change
87103	SNOW COLLEGE/ESL	132	76	-42.4
87102	UTAH STATE UNIVERSITY/IELI	87	114	31.0
87104	UTAH, UNIVERSITY OF	72	51	-29.2
87106	WEBER STATE COLLEGE/ESL	73	78	6.8
87105	WESTMINSTER COLLEGE/ELSC	60	61	1.7
87107	WESTERN AMERICAN LANGUAGE INST	7	5	-28.6
	STATE TOTAL	**666**	**633**	**-5.0**
VERMONT				
13100	INTL TRAINING, SCHOOL FOR	60	39	-35.0
13102	ST MICHAEL'S COLLEGE	80	49	-38.8
	STATE TOTAL	**140**	**88**	**-37.1**
VIRGINIA				
54106	EASTERN MENNONITE COLLEGE	21	21	0.0
54104	GEORGE MASON UNIVERSITY/ELI	98	104	6.1
54101	MARYMOUNT UNIVERSITY	57	61	7.0
54103	OLD DOMINION UNIVERSITY/ESL	87	56	-35.6
54105	RADFORD UNIVERSITY	26	29	11.5
54107	VIRGINIA COMMONWEALTH UNIVERSITY	80	92	15.0
	STATE TOTAL	**369**	**363**	**-1.6**
WASHINGTON				
91117	BELLEVUE CC/ESL	169	169	0.0
91118	CENTRAL WASHINGTON UNIVERSITY	50	34	-32.0
91120	CITY UNIVERSITY	40	40	0.0
91113	EASTERN WASHINGTON U/ESL	105	142	35.2
91101	EDMONDS CC			-
91122	EF INTL LANGUAGE SCHOOL	90	89	-1.1
91100	ELS LANGUAGE CENTER SEATTLE	220	230	4.5
91109	GONZAGA UNIVERSITY/ESL	66	72	9.1
91112	GREEN RIVER CC/ESL	60	218	263.3
91107	PACIFIC LUTHERAN UNIVERSITY	67	65	-3.0
91124	SEATTLE CENTRAL CC	250	278	11.2
91103	SEATTLE PACIFIC UNIVERSITY/IELI	151	139	-7.9
91105	SKAGIT VALLEY COLLEGE/ESL		10	-
91123	SOUTH SEATTLE CC	51	56	9.8
91116	ST MARTIN'S COLLEGE/ESL	46	24	-47.8
91125	TACOMA CC	191	149	-22.0
91110	WASHINGTON ACADEMY LANGUAGES	58	651	1022.4
91106	WASHINGTON EXTEN, UNIVERSITY OF	295	299	1.4
91121	WASHINGTON STATE UNIVERSITY/ESL		124	-
91111	WESTERN WASHINGTON UNIVERSITY	29	30	3.4
91114	WHITWORTH COLLEGE	22	21	-4.5
	STATE TOTAL	**1,960**	**2,840**	**44.9**

* A blank in this column indicates a non-response.

State NRC	University	1992/93 Total*	1993/94 Total*	Percentage Change
WEST VIRGINIA				
55104	FAIRMONT STATE COLLEGE		30	-
55103	INTL LANGUAGE INSTITUTE	29	28	-3.4
55101	WEST VIRGINIA UNIVERSITY/ESL	42	46	9.5
55102	WHEELING JESUIT COLLEGE/ESL	25	28	12.0
	■ **STATE TOTAL**	**96**	**132**	**37.5**
WISCONSIN				
35109	BELOIT COLLEGE	9	10	11.1
35110	GLOBAL LANGUAGE INSTITUTE	29	60	106.9
35108	WAUKESHA COUNTY TECH COLLEGE			
35105	WISCONSIN EAU CLAIRE, UNIVERSITY OF	34	14	-58.8
35107	WISCONSIN ESL INST WESLI	219	437	99.5
35101	WISCONSIN MADISON, UNIVERSITY OF	50	44	-12.0
35102	WISCONSIN MILWAUKEE, UNIVERSITY OF	120	93	-22.5
35103	WISCONSIN STEVENS POINT, UNIVERSITY OF	90	36	-60.0
35104	WISCONSIN STOUT, UNIVERSITY OF	35	40	14.3
	■ **STATE TOTAL**	**586**	**734**	**25.3**
WYOMING				
83101	WESTERN WYOMING CC	20	15	-25.0
	■ **STATE TOTAL**	**20**	**15**	**-25.0**
	■ **FINAL TOTAL**	**36,712**	**38,606**	**5.2**
	■ **NUMBER OF INSTITUTIONS SURVEYED = 488**			

* A blank in this column indicates a non-response.

Appendix C
FOREIGN SCHOLAR SURVEY

C. Foreign Scholar Enrollment by Institution

State NRC	Institution Name	City	1993/94 Total	Response*
ALASKA				
94401	UNIVERSITY OF ALASKA AT FAIRBANKS	FAIRBANKS	31	Y
■	**STATE TOTAL**		**31**	
ALABAMA				
63400	ALABAMA AGRICULTURAL & MECH UNIVERSITY	NORMAL	16	Y
63407	AUBURN UNIVERSITY	AUBURN UNIVERSITY	63	Y
63407A	AUBURN UNIVERSITY AT MONTGOMERY	MONTGOMERY	3	Y
63401	FAULKNER UNIVERSITY	MONTGOMERY		N
63435	SAMFORD UNIVERSITY	BIRMINGHAM		N
63445	TUSKEGEE UNIVERSITY	TUSKEGEE		N
63403	UNIVERSITY OF ALABAMA	TUSCALOOSA	107	Y
63403A	UNIVERSITY OF ALABAMA AT BIRMINGHAM	BIRMINGHAM	477	Y
63403C	UNIVERSITY OF ALABAMA AT HUNTSVILLE	HUNTSVILLE	91	Y
63437	UNIVERSITY OF SOUTH ALABAMA	MOBILE	51	Y
■	**STATE TOTAL**		**808**	
ARKANSAS				
71405	ARKANSAS STATE UNIVERSITY	STATE UNIVERSITY	4	Y
71406	UNIVERSITY OF ARKANSAS	FAYETTEVILLE	88	Y
71406B	UNIVERSITY OF ARKANSAS AT LITTLE ROCK	LITTLE ROCK	0	Y
71406A	UNIVERSITY OF ARKANSAS FOR MEDICAL SCI	LITTLE ROCK	115	Y
■	**STATE TOTAL**		**207**	
ARIZONA				
86400	ARIZONA STATE UNIVERSITY	TEMPE	241	Y
86421	NORTHERN ARIZONA UNIVERSITY	FLAGSTAFF	20	Y
86401	UNIVERSITY OF ARIZONA	TUCSON	427	Y
■	**STATE TOTAL**		**688**	
CALIFORNIA				
93414	BIOLA UNIVERSITY	LA MIRADA	278	Y

*Y = Responded to 1993/94 survey; N = No response.

State NRC	Institution Name	City	1993/94 Total	Response
93425	CALIFORNIA INSTITUTE OF TECHNOLOGY	PASADENA		N
93430J	CALIFORNIA STATE UNIVERSITY AT LOS ANGELES	LOS ANGELES	0	Y
93498	GOLDEN GATE UNIVERSITY	SAN FRANCISCO	0	Y
31433	HEBREW UNION COLLEGE-JEWISH INSTITUTE	LOS ANGELES	0	Y
93506	HUMPHREYS COLLEGE	STOCKTON	0	Y
93518	LA SIERRA UNIVERSITY	RIVERSIDE		N
93543	LOYOLA MARYMOUNT UNIVERSITY	LOS ANGELES	0	Y
93696	NATIONAL UNIVERSITY	SAN DIEGO	0	Y
93561	NEW COLLEGE OF CALIFORNIA	SAN FRANCISCO		N
93581A	PEPPERDINE UNIVERSITY	MALIBU	0	Y
93430M	SAN DIEGO STATE UNIVERSITY	SAN DIEGO	131	Y
93430O	SAN FRANCISCO STATE UNIVERSITY	SAN FRANCISCO	21	Y
93630	SANTA CLARA UNIVERSITY	SANTA CLARA		N
93522	SOUTHERN CALIFORNIA COLLEGE OF OPTOMETRY	FULLERTON	0	Y
93646	STANFORD UNIVERSITY	STANFORD	1,087	Y
93650	UNITED STATES INTERNATIONAL UNIVERSITY	SAN DIEGO	4	Y
93440	UNIVERSITY OF CALIFORNIA AT BERKELEY	BERKELEY	2,105	Y
93440A	UNIVERSITY OF CALIFORNIA AT DAVIS	DAVIS	1,092	Y
93440D	UNIVERSITY OF CALIFORNIA AT IRVINE	IRVINE	696	Y
93440F	UNIVERSITY OF CALIFORNIA AT LOS ANGELES	LOS ANGELES	1,930	Y
93440H	UNIVERSITY OF CALIFORNIA AT RIVERSIDE	RIVERSIDE	179	Y
93440I	UNIVERSITY OF CALIFORNIA AT SAN DIEGO	LA JOLLA	1,326	Y
93440M	UNIVERSITY OF CALIFORNIA AT SANTA BARBARA	SANTA BARBARA	503	Y
93440N	UNIVERSITY OF CALIFORNIA AT SANTA CRUZ	SANTA CRUZ	209	Y
93514	UNIVERSITY OF LA VERNE	LA VERNE	0	Y
93618	UNIVERSITY OF SAN DIEGO	SAN DIEGO	10	Y
93623	UNIVERSITY OF SAN FRANCISCO	SAN FRANCISCO	0	Y
93642	UNIVERSITY OF SOUTHERN CALIFORNIA	LOS ANGELES	402	Y
93575	UNIVERSITY OF THE PACIFIC	STOCKTON	10	Y
93705	UNIVERSITY OF WEST LOS ANGELES	LOS ANGELES		N
93706A	WESTERN STATE UNIVERSITY COLLEGE OF LAW	FULLERTON		N
93660	WHITTIER COLLEGE	WHITTIER	3	Y
	■ **STATE TOTAL**		**9,986**	
COLORADO				
84405	COLORADO SCHOOL OF MINES	GOLDEN	36	Y
84406	COLORADO STATE UNIVERSITY	FORT COLLINS	300	Y
84407	UNIVERSITY OF COLORADO AT BOULDER	BOULDER	470	Y
84407B	UNIVERSITY OF COLORADO AT COLORADO	COLORADO SPRINGS	3	Y
84407C	UNIVERSITY OF COLORADO AT DENVER	DENVER	17	Y
84407A	UNIVERSITY OF COLORADO HEALTH SCI CTR	DENVER	200	Y
84411	UNIVERSITY OF DENVER	DENVER	27	Y
84422	UNIVERSITY OF NORTHERN COLORADO	GREELEY	9	Y
	■ **STATE TOTAL**		**1,062**	

State NRC	Institution Name	City	1993/94 Total	Response
CONNECTICUT				
16403	UNIVERSITY OF BRIDGEPORT	BRIDGEPORT	0	Y
16426	UNIVERSITY OF HARTFORD	WEST HARTFORD	14	Y
16440	UNIVERSITY OF NEW HAVEN	WEST HAVEN	0	Y
16458	WESLEYAN UNIVERSITY	MIDDLETOWN	46	Y
	STATE TOTAL		**60**	
DISTRICT OF COLUMBIA				
53404	AMERICAN UNIVERSITY	WASHINGTON	18	Y
53410	CATHOLIC UNIVERSITY OF AMERICA	WASHINGTON	53	Y
53418	GALLAUDET UNIVERSITY	WASHINGTON	2	Y
53419	GEORGE WASHINGTON UNIVERSITY	WASHINGTON	109	Y
53420	GEORGETOWN UNIVERSITY	WASHINGTON	566	Y
53421	HOWARD UNIVERSITY	WASHINGTON	45	Y
	STATE TOTAL		**793**	
DELAWARE				
51404	UNIVERSITY OF DELAWARE	NEWARK	330	Y
51408	WILMINGTON COLLEGE	NEW CASTLE	0	Y
	STATE TOTAL		**330**	
FLORIDA				
59400	BARRY UNIVERSITY	MIAMI SHORES	7	Y
59420C	FLORIDA AGRICULTURAL & MECH UNIVERSITY	TALLAHASSEE		N
59420D	FLORIDA ATLANTIC UNIVERSITY	BOCA RATON	115	Y
59415	FLORIDA INSTITUTE OF TECHNOLOGY	MELBOURNE		N
59420E	FLORIDA INTERNATIONAL UNIVERSITY	MIAMI	57	Y
59420F	FLORIDA STATE UNIVERSITY	TALLAHASSEE	137	Y
59444	NOVA UNIVERSITY	FORT LAUDERDALE		N
59402	ST THOMAS UNIVERSITY	MIAMI	0	Y
59461	STETSON UNIVERSITY	DELAND	7	Y
59482	TALMUDICAL COLLEGE OF FLORIDA	MIAMI BEACH	0	Y
59420G	UNIVERSITY OF CENTRAL FLORIDA	ORLANDO	76	Y
59420	UNIVERSITY OF FLORIDA	GAINESVILLE	715	Y
59440	UNIVERSITY OF MIAMI	CORAL GABLES	519	Y
59420H	UNIVERSITY OF NORTH FLORIDA	JACKSONVILLE		N
59420I	UNIVERSITY OF SOUTH FLORIDA	TAMPA		N
	STATE TOTAL		**1,633**	
GEORGIA				
58410	CLARK ATLANTA UNIVERSITY	ATLANTA		N
58423	EMORY UNIVERSITY	ATLANTA	493	Y
58427	GEORGIA INSTITUTE OF TECHNOLOGY	ATLANTA	131	Y
58431	GEORGIA STATE UNIVERSITY	ATLANTA		N
58439	MEDICAL COLLEGE OF GEORGIA	AUGUSTA	50	Y
58440	MERCER UNIVERSITY	MACON	0	Y

State NRC	Institution Name	City	1993/94 Total	Response
58432	UNIVERSITY OF GEORGIA	ATHENS	356	Y
	■ **STATE TOTAL**		**1,030**	
HAWAII				
95410	UNIVERSITY OF HAWAII AT MANOA	HONOLULU	975	Y
	■ **STATE TOTAL**		**975**	
IOWA				
42411	DRAKE UNIVERSITY	DES MOINES	10	Y
42421	IOWA STATE UNIVERSITY OF SCI AND TECH	AMES	349	Y
42459	MAHARISHI INTERNATIONAL UNIVERSITY	FAIRFIELD		N
42458	PALMER COLLEGE OF CHIROPRACTIC	DAVENPORT	0	Y
42422	UNIVERSITY OF IOWA	IOWA CITY	465	Y
42435	UNIVERSITY OF NORTHERN IOWA	CEDAR FALLS	6	Y
42437	UNIVERSITY OF OSTEOPATHIC MEDICINE	DES MOINES		N
	■ **STATE TOTAL**		**830**	
IDAHO				
82402	IDAHO STATE UNIVERSITY	POCATELLO		N
82403	UNIVERSITY OF IDAHO	MOSCOW	54	Y
	■ **STATE TOTAL**		**54**	
ILLINOIS				
33447	DEPAUL UNIVERSITY	CHICAGO	27	Y
33467	DR. WM M SCHOLL COLLEGE OF PODIATRY	CHICAGO	0	Y
33578	FINCH UNIVERSITY OF HEALTH SCIENCES	NORTH CHICAGO	25	Y
33469	ILLINOIS INSTITUTE OF TECHNOLOGY	CHICAGO	22	Y
33473	ILLINOIS STATE UNIVERSITY	NORMAL	40	Y
33495	LOYOLA UNIVERSITY CHICAGO	CHICAGO	61	Y
33517	NORTHERN ILLINOIS UNIVERSITY	DE KALB	18	Y
33518	NORTHWESTERN UNIVERSITY	EVANSTON	421	Y
33523	RUSH UNIVERSITY	CHICAGO		N
33543	SO ILLINOIS UNIVERSITY AT CARBONDALE	CARBONDALE	122	Y
33543A	SO ILLINOIS UNIVERSITY AT EDWARDSVILLE	EDWARDSVILLE	8	Y
33423	UNIVERSITY OF CHICAGO	CHICAGO	0	Y
33474B	UNIVERSITY OF ILLINOIS AT CHICAGO	CHICAGO	596	Y
33474	UNIVERSITY OF IL AT URBANA-CHAMPAIGN	CHAMPAIGN	1,000	Y
	■ **STATE TOTAL**		**2,340**	
INDIANA				
32402	BALL STATE UNIVERSITY	MUNCIE	22	Y
32422	INDIANA STATE UNIVERSITY	TERRE HAUTE	0	Y
32430E	INDIANA UNIVERSITY AT SOUTH BEND	SOUTH BEND	4	Y
32430	INDIANA UNIVERSITY AT BLOOMINGTON	BLOOMINGTON	572	Y
32440	INDIANA UNIVERSITY, PURDUE UNIVERSITY AT	INDIANAPOLIS	276	Y
32450	PURDUE UNIVERSITY	WEST LAFAYETTE	583	Y
32447	UNIVERSITY OF NOTRE DAME	NOTRE DAME	239	Y

State NRC	Institution Name	City	1993/94 Total	Response
32460	VALPARAISO UNIVERSITY	VALPARAISO	4	Y
	STATE TOTAL		**1,700**	
KANSAS				
47430	KANSAS STATE UNIVERSITY	MANHATTAN	84	Y
47431	UNIVERSITY OF KANSAS	LAWRENCE	290	Y
47450	WASHBURN UNIVERSITY	TOPEKA	187	Y
47451	WICHITA STATE UNIVERSITY	WICHITA	34	Y
	STATE TOTAL		**595**	
KENTUCKY				
61439	NORTHERN KENTUCKY UNIVERSITY	HIGHLAND HEIGHTS	6	Y
61445	SPALDING UNIVERSITY	LOUISVILLE	0	Y
61420	UNIVERSITY OF KENTUCKY	LEXINGTON	200	Y
61435	UNIVERSITY OF LOUISVILLE	LOUISVILLE	99	Y
	STATE TOTAL		**305**	
LOUISIANA				
72404	GRAMBLING STATE UNIVERSITY	GRAMBLING		N
72410	LOUISIANA STATE UNIVERSITY AND AGRIC	BATON ROUGE	117	Y
72410A	LOUISIANA STATE UNIVERSITY MEDICAL CTR	NEW ORLEANS		N
72420	LOUISIANA TECH UNIVERSITY	RUSTON		N
72421	LOYOLA UNIVERSITY	NEW ORLEANS	2	Y
72424	NEW ORLEANS BAPTIST THEOL SEMINARY	NEW ORLEANS		N
72426	NORTHEAST LOUISIANA UNIVERSITY	MONROE	2	Y
72433	SOUTHERN UNIVERSITY AGRICULTURAL	BATON ROUGE		N
72435	TULANE UNIVERSITY	NEW ORLEANS	223	Y
72410E	UNIVERSITY OF NEW ORLEANS	NEW ORLEANS	33	Y
72434	UNIVERSITY OF SOUTHWESTERN LOUISIANA	LAFAYETTE	67	Y
72436	XAVIER UNIVERSITY	NEW ORLEANS	0	Y
	STATE TOTAL		**444**	
MASSACHUSETTS				
14401	AMERICAN INTERNATIONAL COLLEGE	SPRINGFIELD	0	Y
14419	BOSTON COLLEGE	CHESTNUT HILL	43	Y
14421	BOSTON UNIVERSITY	BOSTON	561	Y
14423	BRANDEIS UNIVERSITY	WALTHAM	100	Y
14429	CLARK UNIVERSITY	WORCESTER	14	Y
14433	EMERSON COLLEGE	BOSTON	2	Y
14444	HARVARD UNIVERSITY	CAMBRIDGE	2,890	Y
14451	LESLEY COLLEGE	CAMBRIDGE	0	Y
14457	MASSACHUSETTS COLLEGE OF PHARMACY	BOSTON		N
14471	MASSACHUSETTS INSTITUTE OF TECHNOLOGY	CAMBRIDGE	1,381	Y
14456	NEW ENGLAND COLLEGE OF OPTOMETRY	BOSTON	87	Y
14494	NEW ENGLAND CONSERVATORY OF MUSIC	BOSTON	11	Y
14502	NORTHEASTERN UNIVERSITY	BOSTON	115	Y

State NRC	Institution Name	City	1993/94 Total	Response
14516	SIMMONS COLLEGE	BOSTON	5	Y
14517	SMITH COLLEGE	NORTHAMPTON		N
14519	SPRINGFIELD COLLEGE	SPRINGFIELD	2	Y
14522	SUFFOLK UNIVERSITY	BOSTON	6	Y
14524	TUFTS UNIVERSITY	MEDFORD	319	Y
14490	UNIVERSITY OF MASSACHUSETTS AT AMHERST	AMHERST	216	Y
14490B	UNIVERSITY OF MASSACHUSETTS AT BOSTON	BOSTON	12	Y
14452	UNIVERSITY OF MASSACHUSETTS AT LOWELL	LOWELL	26	Y
14527	WESTERN NEW ENGLAND COLLEGE	SPRINGFIELD		N
14534	WORCESTER POLYTECHNIC INSTITUTE	WORCESTER	17	Y
	STATE TOTAL		**5,807**	
MARYLAND				
52437	CONSERVATORY OF MUSIC, PEABODY INST	BALTIMORE	181	Y
52426	JOHNS HOPKINS UNIVERSITY	BALTIMORE	196	Y
52432	MORGAN STATE UNIVERSITY	BALTIMORE	0	Y
52435	NER ISRAEL RABBINICAL COLLEGE	BALTIMORE		N
52443	ST MARY'S SEMINARY AND UNIVERSITY	BALTIMORE	0	Y
52407	UNIVERSITY OF BALTIMORE	BALTIMORE	0	Y
52429B	UNIVERSITY OF MARYLAND AT BALTIMORE	BALTIMORE	198	Y
52429C	UNIVERSITY OF MARYLAND BALTIMORE COUNTY	BALTIMORE	34	Y
52429	UNIVERSITY OF MARYLAND AT COLLEGE PARK	COLLEGE PARK	301	Y
52429D	UNIVERSITY OF MARYLAND EASTERN SHORE	PRINCESS ANNE	2	Y
	STATE TOTAL		**912**	
MAINE				
11410	UNIVERSITY OF MAINE	ORONO	36	Y
11423	UNIVERSITY OF NEW ENGLAND	BIDDEFORD	1	Y
11410G	UNIVERSITY OF SOUTHERN MAINE	PORTLAND	10	Y
	STATE TOTAL		**47**	
MICHIGAN				
34404	ANDREWS UNIVERSITY	BERRIEN SPRINGS	0	Y
34409	CENTRAL MICHIGAN UNIVERSITY	MOUNT PLEASANT	11	Y
34422	EASTERN MICHIGAN UNIVERSITY	YPSILANTI	15	Y
34424	FERRIS STATE UNIVERSITY	BIG RAPIDS	0	Y
34452	MICHIGAN STATE UNIVERSITY	EAST LANSING	423	Y
34453	MICHIGAN TECHNOLOGICAL UNIVERSITY	HOUGHTON	33	Y
34464	OAKLAND UNIVERSITY	ROCHESTER		N
34420	UNIVERSITY OF DETROIT MERCY	DETROIT	17	Y
34454	UNIVERSITY OF MICHIGAN	ANN ARBOR	562	Y
34482	WAYNE STATE UNIVERSITY	DETROIT	334	Y
34484	WESTERN MICHIGAN UNIVERSITY	KALAMAZOO	7	Y
	STATE TOTAL		**1,402**	

State NRC	Institution Name	City	1993/94 Total	Response
MINNESOTA				
41416	HAMLINE UNIVERSITY	ST PAUL	0	Y
41430	UNIVERSITY OF MINNESOTA AT TWIN CITIES	MINNEAPOLIS	1,293	Y
41458	UNIVERSITY OF ST THOMAS	ST PAUL	13	Y
	■ **STATE TOTAL**		**1,306**	
MISSOURI				
43487	LOGAN COLLEGE OF CHIROPRACTIC	CHESTERFIELD	0	Y
43465	SAINT LOUIS UNIVERSITY	ST LOUIS	82	Y
43463	ST LOUIS COLLEGE OF PHARMACY	ST LOUIS	0	Y
43440	UNIVERSITY OF MISSOURI AT COLUMBIA	COLUMBIA	425	Y
43440B	UNIVERSITY OF MISSOURI AT KANSAS CITY	KANSAS CITY		N
43440D	UNIVERSITY OF MISSOURI AT ROLLA	ROLLA	602	Y
43440E	UNIVERSITY OF MISSOURI AT ST LOUIS	ST LOUIS	252	Y
43477	WASHINGTON UNIVERSITY	ST LOUIS	661	Y
43478	WEBSTER UNIVERSITY	ST LOUIS	132	Y
	■ **STATE TOTAL**		**2,154**	
MISSISSIPPI				
64406	DELTA STATE UNIVERSITY	CLEVELAND	19	Y
64413	JACKSON STATE UNIVERSITY	JACKSON		N
64418	MISSISSIPPI COLLEGE	CLINTON		N
64423	MISSISSIPPI STATE UNIVERSITY	MISSISSIPPI STATE	46	Y
64424	UNIVERSITY OF MISSISSIPPI	UNIVERSITY	96	Y
64424A	UNIVERSITY OF MISSISSIPPI MEDICAL CENTER	JACKSON	94	Y
64434	UNIVERSITY OF SOUTHERN MISSISSIPPI	HATTIESBURG		N
	■ **STATE TOTAL**		**255**	
MONTANA				
81407	MONTANA STATE UNIVERSITY	BOZEMAN	50	Y
81408	UNIVERSITY OF MONTANA	MISSOULA	23	Y
	■ **STATE TOTAL**		**73**	
NORTH CAROLINA				
56450K	APPALACHIAN STATE UNIVERSITY	BOONE	7	Y
56409	CAMPBELL UNIVERSITY	BUIES CREEK	0	Y
56416	DUKE UNIVERSITY	DURHAM	135	Y
56450H	EAST CAROLINA UNIVERSITY	GREENVILLE	34	Y
56450C	NORTH CAROLINA STATE UNIVERSITY	RALEIGH	553	Y
56475	SOUTHEASTERN BAPTIST THEOLOGICAL SEM	WAKE FOREST	6	Y
56450	UNIVERSITY OF NC AT CHAPEL HILL	CHAPEL HILL	767	Y
56450F	UNIVERSITY OF NC AT GREENSBORO	GREENSBORO	9	Y
56479	WAKE FOREST UNIVERSITY	WINSTON-SALEM		N
	■ **STATE TOTAL**		**1,511**	

State NRC	Institution Name	City	1993/94 Total	Response
NORTH DAKOTA				
44408	NORTH DAKOTA STATE UNIVERSITY	FARGO	45	Y
44409	UNIVERSITY OF NORTH DAKOTA	GRAND FORKS	129	Y
	STATE TOTAL		**174**	
NEBRASKA				
46403	CREIGHTON UNIVERSITY	OMAHA	13	Y
46414A	UNIVERSITY OF NEBRASKA MEDICAL CENTER	OMAHA	100	Y
46414	UNIVERSITY OF NEBRASKA AT LINCOLN	LINCOLN	168	Y
	STATE TOTAL		**281**	
NEW HAMPSHIRE				
12403	DARTMOUTH COLLEGE	HANOVER	156	Y
12412	UNIVERSITY OF NEW HAMPSHIRE	DURHAM	32	Y
	STATE TOTAL		**188**	
NEW JERSEY				
22415	DREW UNIVERSITY	MADISON	1	Y
22419C	FAIRLEIGH DICKINSON UNIVERSITY AT TEANECK	TEANECK	5	Y
22438	NEW JERSEY INSTITUTE OF TECHNOLOGY	NEWARK	60	Y
22443	PRINCETON UNIVERSITY	PRINCETON	454	Y
22447B	RUTGERS, THE STATE UNIVERSITY OF NJ	NEWARK		N
22447	RUTGERS, THE STATE UNIVERSITY OF NJ	NEW BRUNSWICK	479	Y
22451	SETON HALL UNIVERSITY	SOUTH ORANGE	7	Y
22453	STEVENS INSTITUTE OF TECHNOLOGY	HOBOKEN		N
	STATE TOTAL		**1,006**	
NEW MEXICO				
85407	NEW MEXICO INSTITUTE OF MINING AND TECH	SOCORRO	30	Y
85410	NEW MEXICO STATE UNIVERSITY	LAS CRUCES	65	Y
85411	UNIVERSITY OF NEW MEXICO	ALBUQUERQUE	105	Y
	STATE TOTAL		**200**	
NEVADA				
88400D	UNIVERSITY OF NEVADA AT LAS VEGAS	LAS VEGAS	48	Y
88400	UNIVERSITY OF NEVADA AT RENO	RENO	93	Y
	STATE TOTAL		**141**	
NEW YORK				
21402	ADELPHI UNIVERSITY	GARDEN CITY	6	Y
21722	ALBANY COLLEGE OF PHARMACY OF UNION U	ALBANY	0	Y
21404	ALFRED UNIVERSITY	ALFRED		N
21440D	CITY COLLEGE OF THE CITY UNIVERSITY OF NY	NEW YORK		N
21450	CLARKSON UNIVERSITY	POTSDAM	18	Y
21460	COLUMBIA UNIVERSITY SCHOOL OF ENGLISH	NEW YORK	827	Y
21473	CORNELL UNIVERSITY	ITHACA	1,056	Y
21487	FORDHAM UNIVERSITY	NEW YORK	9	Y
21500	HOFSTRA UNIVERSITY	HEMPSTEAD	10	Y

State NRC	Institution Name	City	1993/94 Total	Response
21510	JEWISH THEOLOGICAL SEMINARY OF AMERICA	NEW YORK	1	Y
214401	JOHN JAY COLLEGE OF CRIMINAL JUSTICE	NEW YORK		N
21511	JUILLIARD SCHOOL	NEW YORK	0	Y
21520A	LONG ISLAND UNIVERSITY, BROOKLYN CAMPUS	BROOKLYN	20	Y
21520C	LONG ISLAND UNIVERSITY, C W POST	BROOKVILLE	2	Y
21524	MANHATTAN SCHOOL OF MUSIC	NEW YORK	2	Y
21562	NEW YORK UNIVERSITY	NEW YORK	735	Y
21571	PACE UNIVERSITY	NEW YORK	8	Y
21576	POLYTECHNIC UNIVERSITY, BROOKLYN CAMPUS	BROOKLYN		N
21580	RENSSELAER POLYTECHNIC INSTITUTE	TROY	46	Y
21582	ROCHESTER INSTITUTE OF TECHNOLOGY	ROCHESTER	24	Y
21594	ST JOHN'S UNIVERSITY	JAMAICA	6	Y
21610G	STATE UNIVERSITY OF NY AT ALBANY	ALBANY	31	Y
21610H	STATE UNIVERSITY OF NY AT BINGHAMTON	BINGHAMTON	66	Y
21610I	STATE UNIVERSITY OF NY AT BUFFALO	BUFFALO	413	Y
21610K	STATE UNIVERSITY OF NY AT STONY BROOK	STONY BROOK	404	Y
21622B	STATE UNIVERSITY OF NY COLLEGE OF ENV SCI	SYRACUSE		N
21611G	STATE UNIVERSITY OF NEW YORK HEALTH SCI	BROOKLYN	150	Y
21611J	STATE UNIVERSITY OF NEW YORK HEALTH SCI	SYRACUSE	27	Y
21622	SYRACUSE UNIVERSITY	SYRACUSE	165	Y
21624	TOURO COLLEGE	NEW YORK	1	Y
21631	UNION COLLEGE	SCHENECTADY	6	Y
21583	UNIVERSITY OF ROCHESTER	ROCHESTER	338	Y
21646	YESHIVA UNIVERSITY/ALBERT EINSTEIN COLLEGE	BRONX	249	Y
	STATE TOTAL		**4,620**	
OHIO				
31410	BOWLING GREEN STATE UNIVERSITY	BOWLING GREEN	31	Y
31411	CAPITAL UNIVERSITY	COLUMBUS	0	Y
31412	CASE WESTERN RESERVE UNIVERSITY	CLEVELAND	518	Y
31419	CLEVELAND INSTITUTE OF MUSIC	CLEVELAND	2	Y
31421	CLEVELAND STATE UNIVERSITY	CLEVELAND	14	Y
31440	KENT STATE UNIVERSITY	KENT	56	Y
31461	MIAMI UNIVERSITY	OXFORD	42	Y
31471	OHIO NORTHERN UNIVERSITY	ADA	0	Y
31480	OHIO STATE UNIVERSITY	COLUMBUS	472	Y
31500	OHIO UNIVERSITY	ATHENS	86	Y
31567	UNION INSTITUTE	CINCINNATI	0	Y
31401	UNIVERSITY OF AKRON	AKRON	73	Y
31417	UNIVERSITY OF CINCINNATI	CINCINNATI	264	Y
31423	UNIVERSITY OF DAYTON	DAYTON		N
31523	UNIVERSITY OF TOLEDO	TOLEDO	85	Y
31534	WRIGHT STATE UNIVERSITY	DAYTON	38	Y
	STATE TOTAL		**1,681**	

State NRC	Institution Name	City	1993/94 Total	Response
OKLAHOMA				
73415	NORTHEASTERN STATE UNIVERSITY	TAHLEQUAH	0	Y
73420	OKLAHOMA CITY UNIVERSITY	OKLAHOMA CITY		N
73425	OKLAHOMA STATE UNIVERSITY	STILLWATER	77	Y
73427	ORAL ROBERTS UNIVERSITY	TULSA	2	Y
73426	UNIVERSITY OF OKLAHOMA	NORMAN	157	Y
73426A	UNIVERSITY OF OKLAHOMA HEALTH SCIENCES	OKLAHOMA CITY	95	Y
73436	UNIVERSITY OF TULSA	TULSA	32	Y
	■ **STATE TOTAL**		**363**	
OREGON				
92407	GEORGE FOX COLLEGE	NEWBERG	0	Y
92410	LEWIS & CLARK COLLEGE	PORTLAND	16	Y
92430A	OREGON HEALTH SCIENCES UNIVERSITY	PORTLAND	150	Y
92430D	OREGON STATE UNIVERSITY	CORVALLIS	295	Y
92440	PACIFIC UNIVERSITY	FOREST GROVE	2	Y
92430F	PORTLAND STATE UNIVERSITY	PORTLAND	158	Y
92430	UNIVERSITY OF OREGON	EUGENE	157	Y
92456	WESTERN STATES CHIROPRACTIC COLLEGE	PORTLAND	95	Y
92451	WILLAMETTE UNIVERSITY	SALEM	5	Y
	■ **STATE TOTAL**		**878**	
PENNSYLVANIA				
23414	BRYN MAWR COLLEGE	BRYN MAWR		N
23422	CARNEGIE MELLON UNIVERSITY	PITTSBURGH	343	Y
23437	DREXEL UNIVERSITY	PHILADELPHIA		N
23439	DUQUESNE UNIVERSITY	PITTSBURGH	27	Y
23456	HAHNEMANN UNIVERSITY	PHILADELPHIA		N
23461	IMMACULATA COLLEGE	IMMACULATA	0	Y
23476	LEHIGH UNIVERSITY	BETHLEHEM	59	Y
23504	PENNSYLVANIA COLLEGE OF OPTOMETRY	PHILADELPHIA		N
23510G	PA STATE UNIVERSITY AT MIDDLETOWN	UNIVERSITY PARK		N
23510	PA STATE UNIVERSITY AT UNIVERSITY PARK	UNIVERSITY PARK	572	Y
23525	PHILADELPHIA COLLEGE OF PHARMACY AND SCI	PHILADELPHIA		N
23548	TEMPLE UNIVERSITY	PHILADELPHIA	267	Y
23551	THOMAS JEFFERSON UNIVERSITY	PHILADELPHIA	432	Y
23521	UNIVERSITY OF PENNSYLVANIA	PHILADELPHIA	1,244	Y
23530	UNIVERSITY OF PITTSBURGH	PITTSBURGH	462	Y
23555	VILLANOVA UNIVERSITY	VILLANOVA	8	Y
23562	WIDENER UNIVERSITY	CHESTER	180	Y
	■ **STATE TOTAL**		**3,594**	
PUERTO RICO				
98430E	UNIVERSITY OF PUERTO RICO AT MAYAGUEZ	MAYAGUEZ	25	Y
98430A	UNIVERSITY OF PUERTO RICO MEDICAL SCI	SAN JUAN	13	Y

State NRC	Institution Name	City	1993/94 Total	Response
98430	UNIVERSITY OF PUERTO RICO AT RIO PIEDRAS	RIO PIEDRAS	18	Y
	■ **STATE TOTAL**		**56**	
RHODE ISLAND				
15401	BROWN UNIVERSITY	PROVIDENCE	211	Y
15405	PROVIDENCE COLLEGE	PROVIDENCE	1	Y
15411	SALVE REGINA UNIVERSITY	NEWPORT	2	Y
15409	UNIVERSITY OF RHODE ISLAND	KINGSTON	67	Y
	■ **STATE TOTAL**		**281**	
SOUTH CAROLINA				
57409	CLEMSON UNIVERSITY	CLEMSON	98	Y
57411	COLUMBIA INTERNATIONAL UNIVERSITY	COLUMBIA	0	Y
57423	MEDICAL UNIVERSITY OF SOUTH CAROLINA	CHARLESTON		N
57430	SOUTH CAROLINA STATE UNIVERSITY	ORANGEBURG	7	Y
57440	UNIVERSITY OF SOUTH CAROLINA	COLUMBIA	381	Y
	■ **STATE TOTAL**		**486**	
SOUTH DAKOTA				
45411	SOUTH DAKOTA SCHOOL OF MINES AND TECH	RAPID CITY	10	Y
45412	SOUTH DAKOTA STATE UNIVERSITY	BROOKINGS	9	Y
	■ **STATE TOTAL**		**19**	
TENNESSEE				
62413	EAST TENNESSEE STATE UNIVERSITY	JOHNSON CITY	24	Y
62433	MEMPHIS STATE UNIVERSITY	MEMPHIS	26	Y
62434	MIDDLE TENNESSEE STATE UNIVERSITY	MURFREESBORO	0	Y
62448	TENNESSEE STATE UNIVERSITY	NASHVILLE	0	Y
62449	TENNESSEE TECHNOLOGICAL UNIVERSITY	COOKEVILLE	9	Y
62450	TENNESSEE TEMPLE UNIVERSITY	CHATTANOOGA	0	Y
62460	UNIVERSITY OF TENNESSEE AT KNOXVILLE	KNOXVILLE	396	Y
62460A	UNIVERSITY OF TENNESSEE AT MEMPHIS	MEMPHIS	249	Y
62443	UNIVERSITY OF THE SOUTH	SEWANEE	5	Y
62474	VANDERBILT UNIVERSITY	NASHVILLE	396	Y
	■ **STATE TOTAL**		**1,105**	
TEXAS				
74400	ABILENE CHRISTIAN UNIVERSITY	ABILENE	212	Y
74409	BAYLOR UNIVERSITY	WACO	19	Y
74430	EAST TEXAS STATE UNIVERSITY	COMMERCE	0	Y
74449	LAMAR UNIVERSITY AT BEAUMONT	BEAUMONT		N
74467	OUR LADY OF THE LAKE UNIVERSITY	SAN ANTONIO	0	Y
74473	RICE UNIVERSITY	HOUSTON	145	Y
74478	SAM HOUSTON STATE UNIVERSITY	HUNTSVILLE	2	Y
74487	SOUTHERN METHODIST UNIVERSITY	DALLAS	55	Y
74494	SOUTHWESTERN BAPTIST THEOL SEMINARY	FORT WORTH	6	Y
74476	ST MARY'S UNIVERSITY	SAN ANTONIO	0	Y

State NRC	Institution Name	City	1993/94 Total	Response
74497	STEPHEN F AUSTIN STATE UNIVERSITY	NACOGDOCHES	1	Y
74502	TEXAS A&I UNIVERSITY	KINGSVILLE		N
74503	TEXAS A&M UNIVERSITY	COLLEGE STATION	474	Y
74540	TEXAS CHIROPRACTIC COLLEGE	PASADENA		N
74504	TEXAS CHRISTIAN UNIVERSITY	FORT WORTH	15	Y
74507	TEXAS SOUTHERN UNIVERSITY	HOUSTON	5	Y
74509	TEXAS TECHNOLOGY UNIVERSITY	LUBBOCK	107	Y
74521	TEXAS WOMAN'S UNIVERSITY	DENTON	0	Y
74426	UNIVERSITY OF DALLAS	IRVING	2	Y
74441	UNIVERSITY OF HOUSTON	HOUSTON	181	Y
74464	UNIVERSITY OF NORTH TEXAS	DENTON	58	Y
74477	UNIVERSITY OF ST THOMAS	HOUSTON	0	Y
74510A	UNIVERSITY OF TEXAS AT ARLINGTON	ARLINGTON	50	Y
74510	UNIVERSITY OF TEXAS AT AUSTIN	AUSTIN	756	Y
74510B	UNIVERSITY OF TEXAS AT DALLAS	RICHARDSON		N
74510C	UNIVERSITY OF TEXAS AT EL PASO	EL PASO	0	Y
74510H	UNIVERSITY OF TEXAS AT SAN ANTONIO	SAN ANTONIO	10	Y
74510E	UNIVERSITY OF TEXAS HEALTH SCIENCE CTR	HOUSTON	265	Y
74510I	UNIVERSITY OF TEXAS HEALTH SCIENCE CTR	SAN ANTONIO	378	Y
74510D	UNIVERSITY OF TX MED BRANCH AT GALVESTON	GALVESTON	534	Y
74510K	UNIVERSITY OF TEXAS SOUTHWESTERN MEDICAL	DALLAS	335	Y
	STATE TOTAL		**3,610**	
UTAH				
87400	BRIGHAM YOUNG UNIVERSITY	PROVO	69	Y
87410	UNIVERSITY OF UTAH	SALT LAKE CITY	231	Y
87410F	UTAH STATE UNIVERSITY	LOGAN	38	Y
	STATE TOTAL		**338**	
VIRGINIA				
54462	COLLEGE OF WILLIAM AND MARY	WILLIAMSBURG	24	Y
54407	GEORGE MASON UNIVERSITY	FAIRFAX	65	Y
54466	LIBERTY UNIVERSITY	LYNCHBURG	1	Y
54423	OLD DOMINION UNIVERSITY	NORFOLK	114	Y
54446	UNIVERSITY OF VIRGINIA	CHARLOTTESVILLE	309	Y
54439	VIRGINIA COMMONWEALTH UNIVERSITY	RICHMOND	297	Y
54443	VIRGINIA POLYTECHNIC INST AND STATE U	BLACKSBURG	213	Y
54445	VIRGINIA UNION UNIVERSITY	RICHMOND		N
54461	WASHINGTON AND LEE UNIVERSITY	LEXINGTON	7	Y
	STATE TOTAL		**1,030**	
VERMONT				
13409	MIDDLEBURY COLLEGE	MIDDLEBURY	119	Y
13415	UNIVERSITY OF VERMONT	BURLINGTON	109	Y
	STATE TOTAL		**228**	

State NRC	Institution Name	City	1993/94 Total	Response
WASHINGTON				
91411	GONZAGA UNIVERSITY	SPOKANE	2	Y
91424	SEATTLE UNIVERSITY	SEATTLE	6	Y
91433	UNIVERSITY OF WASHINGTON	SEATTLE	1,041	Y
91432	WASHINGTON STATE UNIVERSITY	PULLMAN	153	Y
	■ **STATE TOTAL**		**1,202**	
WISCONSIN				
35418	MARQUETTE UNIVERSITY	MILWAUKEE	28	Y
35440	UNIVERSITY OF WISCONSIN AT MADISON	MADISON	902	Y
35440G	UNIVERSITY OF WISCONSIN AT MILWAUKEE	MILWAUKEE	114	Y
	■ **STATE TOTAL**		**1,044**	
WEST VIRGINIA				
55410	MARSHALL UNIVERSITY	HUNTINGTON	7	Y
55421	WEST VIRGINIA UNIVERSITY	MORGANTOWN	46	Y
	■ **STATE TOTAL**		**53**	
WYOMING				
83406	UNIVERSITY OF WYOMING	LARAMIE	65	Y
	■ **STATE TOTAL**		**65**	
	■ **GRAND TOTAL**		**59,981**	

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